

**PORTRAYING THE INTEGRATION OF CHARACTER
EDUCATION IN TEACHING ENGLISH AS A FOREIGN
LANGUAGE TO GRADE XI STUDENTS OF SMA NEGERI 4
YOGYAKARTA IN THE ACADEMIC YEAR OF 2011-2012: A
CASE STUDY**

A Thesis

Presented as Partial Fulfillment of the Requirements for the Attainment of
the *Sarjana Pendidikan* Degree in English Language Education



By

Menihati Pramita Hutami

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

YOGYAKARTA STATE UNIVERSITY

2013

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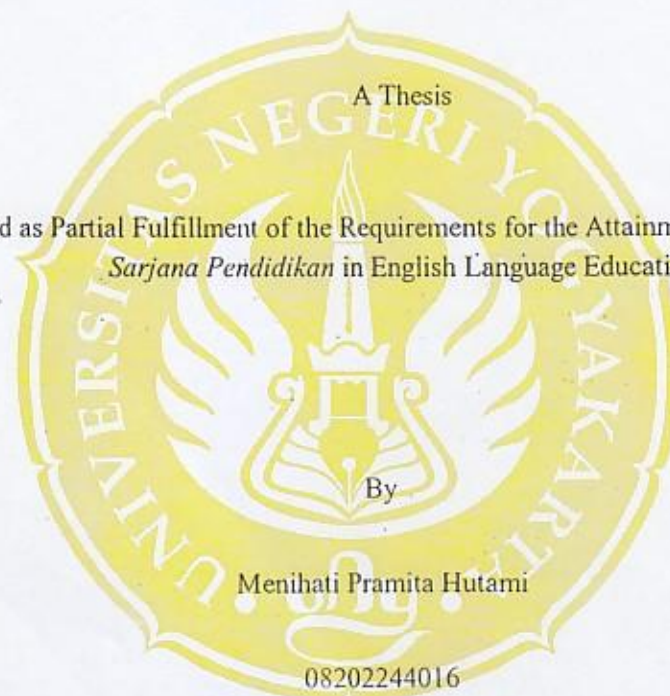
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2013

APPROVAL SHEET

IMPLEMENTING CHARACTER EDUCATION IN TEACHING
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A Thesis

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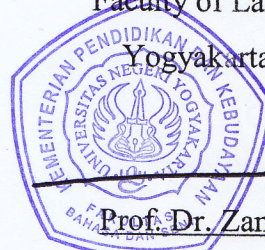
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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang sepengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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DEDICATION

*I affectionately dedicate this thesis to my dearly loved
mother, father, sisters, brothers, grandmothers, and
grandfathers ☺*

MOTTOS

“My prayer and my worship, and my life and my death, are devoted to ALLAH, the Lord of the Worlds.” (Al-An`am 162)

“Surely there is ease after hardship. Aye, surely there is ease after hardship. When your work is done, turn to devotion. And to your God turn for everything.” (Al-Inshirah 5-8)

“ALLAH has entrusted the human being with the care of his parents. His mother carried him through hardship upon hardship, weaning him in two years. So give thanks to ALLAH, and to your parents. To ALLAH is the destination.” (Luqman 14)

“Those who remember God while standing, and sitting, and on their sides; and they reflect upon the creation of the heavens and the earth: Our Lord, You did not create this in vain, glory to You, so protect us from the punishment of the Fire.” (Aal-e`Imran 191)

“Those who believe, and whose hearts find comfort in the remembrance of God. Surely, it is in the remembrance of God that hearts find comfort.” (Al-Ra`d 28)

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Alhamdulillah, all praise and thanks be to Allah SWT, the Almighty, for the mercy and strength, so that I can finish this thesis. Invocation and peace go to Muhammad, the Prophet, his families, and his disciples. May Allah bless them and give them peace.

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My heartfelt thanks are due to my beloved mother and father, mami Ade and papi Saryono for their steadfast love, great encouragement, powerful motivation, and fervent prayers. It has been extremely exciting for me to have dear sisters and brothers: mas Sidik, mbak Sita, dek Rini, and dek Husein who always care, love, support, and pray for me. I feel so much blessed to have such a wonderful family. I am also grateful to my respected grandmothers and grandfathers for being my inspiration, budhe Neneng, pakdhe Tri, mbak Desyie, mimi Erija, bapak Umar, pakde Nasija, budhe Tuti, kakak Etty, dr. Latief, mbak Kus, om Tono, bulek Ana, bulek Ani for their support and prayers.

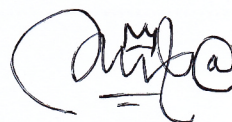
Last but not least, I would like to thank my bestfriends: Amalia, Ines, Maya, Memer, Puyul, Piqa, Lyla, Nala for the love, support, and laughter they bring to my life; my classmates: Agil, Ana, Petet, Nana, Desti, Henny, Nifa, Dewi, Linda, Reta, Ayu, Mia, and Vera for their support and help; ibu Mimin; mbak Endah; Anggi; muda-mudi Jogja 1 for their kindness and prayers; the big family of

kindness and prayers; the big family of the English Language Education Department; the big family of the Yogyakarta State University; all my friends; and all people who have kept me in their prayers.

Finally, I realize that this thesis is far from being perfect, so that I invite all critical comments. However, I hope that the thesis would give worthwhile contribution to the implementation of character education in teaching English as a foreign language.

Yogyakarta, August 2012

The Writer,

A handwritten signature in black ink, appearing to read 'Menihati', with a stylized flourish at the end.

Menihati Pramita Hutami

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ABSTRACT

This research aims at describing the integration of character education in teaching English as a foreign language to Grade XI students of SMA Negeri 4 Yogyakarta in the academic year of 2011-2012. This was conducted at SMA Negeri 4 Yogyakarta, as one of the pilot schools in Yogyakarta to integrate character education.

This research can be categorized as a case study which employs the qualitative approach. The instruments used were observation sheets and interview guides. The data were collected through observation, interview, and documents. The subjects of the research were the English teacher of grade XI students and grade XI students of SMA Negeri 4 Yogyakarta. The trustworthiness was gained by using triangulation.

The result of this study shows that the implementation of character education in teaching English as a foreign language to grade XI students of SMA Negeri 4 Yogyakarta in the academic year of 2011-2012 is integrated into the planning stage, the teaching and learning stage, and the evaluation stage by developing essential virtues, including friendliness, independence, democracy, responsibility, discipline, curiosity, perseverance, creativity, honesty, cooperation, confidence, respect for others, interest in reading, being religious, and being communicative. In addition, implementing character education in teaching English as a foreign language to grade XI students of SMA Negeri 4 Yogyakarta can give positive impacts to the students' academic achievement and the students' behaviour: their English mastery is getting better and their characters develop well by applying the virtues to situations in real life.

CHAPTER I

INTRODUCTION

A. Research Background

At the present time, there are many problems and critical issues related to students in Indonesia which have to be solved effectively, such as discipline problems, gangster tendency, and students' unexpected behaviour. Many schools find it difficult when they try to work out the critical issues due to the lack of practical solutions. To overcome those problems, Indonesian Government, in particular the Ministry of National Education considers character education to be integrated properly into teaching and learning activities. This consideration becomes one of the priority programs of national education to conduct educational practices for developing cultural values of Indonesia, as the nation.

As mentioned by the Editor Team of Indonesian Research and Development Curriculum Centre (2010: 4), character education is ethical education and moral education that can develop the learners' ability to become morally responsible and self-disciplined citizens. Fundamentally, it means that this education teaches basic human values which must involve not only moral knowing, but also moral feeling and moral action. In the same spirit, Berkowitz (2005) explains character education refers to a national movement creating schools that foster ethical, responsible, and caring young people by modelling and teaching good character through emphasis on universal values that we all share. It is also the intentional and

proactive effort by schools, districts, and states to instil in their students important core in ethical values such as caring, honesty, fairness, responsibility, and respect for self and others.

In accordance with the definitions above, it is noticeable that character education holds the important role to powerfully shape students' characters into good ones. In other words, by integrating character education, students can have the opportunity to learn and develop strong characters, so that they are trained to become good Indonesian next generations. Moreover, the decline of morals, that is as a major problem and dangerous for our country can be overcome very well, because character education can help students develop ethically and academically.

First and foremost, character education begins at home with parents who teach their children about good morals. Doing that kind of activity, parents automatically will also teach them about how to be ethical persons. However, a good character is not formed automatically, because it develops from time to time through a continued process of practicing in everyday life. Although parents is the primary influence on students' character development, supporting this development is also the responsibility of schools. In other words, schools are needed to integrate character education to students. There are many levels of school in Indonesia which consist of kindergarten (*Taman Kanak-kanak*), elementary school (*Sekolah Dasar*), junior high school (*Sekolah Menengah Pertama*), and senior high school (*Sekolah Menengah Atas*).

One of them that implement character education is SMA Negeri 4 Yogyakarta. The school enforces the development of students' character by integrating character education, as it has been instructed by education minister.

Character education gives opportunity for the students to learn and develop good characters and acquire great academic achievements. Thus, it is really important when teaching all subjects, including English, the teachers should also implement character education. They must be proactive and comprehensive in encouraging the students' morality by treating students with respect, applying good behaviour, correcting unkind actions, helping students to give respect and care on each other, helping students feel appreciated with the classmates, giving students opportunity to get involved in decision-making, and helping students to learn how to resolve conflicts in fair way, so that they can be successful students who have noble characters.

To implement character education successfully needs a quite thorough effort. Therefore, in teaching English, teachers in SMA Negeri 4 Yogyakarta are expected to prepare syllabus, lesson plans and teaching materials that promote character education to students by integrating character education in the teaching and learning activity of English. According to the Editor Team of Indonesian Research and Development Curriculum Centre (2010: 9-10), there are many essential character education virtues which are developed in Indonesia, such as being

religious, honesty, tolerance, discipline, perseverance, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciating the achievement, being communicative, being peace-loving, interest in reading, caring for environment, respect for others, and responsibility. Those virtues in some ways can be integrated into teaching and learning activities, for examples: encouraging the students to think about certain moral issues through worksheets and classroom discussions and integrating character education to reading, listening, speaking and writing when teaching English. It means that teachers should not only teach them good values but also develop their study skills by designing motivating and challenging teaching materials.

B. Identification of the Problems

Based on the research background above, some problems in the field are identified. The problems are described as follows.

The first problem is related to the moral crisis among students in Indonesia. There are many students who have unexpected behaviour and lack of manners, for example: stealing, bullying, fighting, impoliteness, drug abuse, suicide, fighting, and so on. These happen because of the low awareness of the importance of character education within the society, including in the school level. Through character education, an amazing transformation is expected to occur in order that Indonesian students have excellent and noble characters.

The second problem is related to the lack of good examples from Indonesian leaders or in other word, the crisis model. Truthfully, it is very difficult to find the leaders who are proper to be followed, because most of them have lack of responsibility and respect. If they who are as the leaders have inappropriate behaviour, the students who are as Indonesian future generation will also have that behaviour by modelling on them. Hence, every leader must have positive attitudes and must be ethical persons who always demonstrate a high level of responsibility and respect, so that the students can easily find the good examples of person who have good and strong characters.

The third problem is related to the Indonesian society concern about the decline in morals. This ultimately leads the government to determine a sensible education policy. The policy demands every school in Indonesia, including SMA Negeri 4 Yogyakarta to implement character education. Every teacher in SMA Negeri 4 Yogyakarta has to implement character education into teaching and learning activities of every school subject, including English.

The fourth problem is related to the students. SMA Negeri 4 Yogyakarta finds that some students still have unexpected behaviour. Overcoming this by integrating character education is really essential in order to build and shape the qualities of students' characters and personalities. Therefore, the school provides the students with not only

good academic achievement, but also with good morals and characters, so that they will be totally successful in the real world.

The last problem is related to the teacher. English teaching and learning basically is aimed to develop the students' language skills. However, in the integration, the teacher focuses on the integration of character education, without paying much attention to the development of students' language skills. As a result, the teacher seemed to emphasize and give more attention to the activities which can provide them to develop their characters, than the activities to develop their language skills.

C. Limitation of the Problems

In this research, due to the limitation of the time, energy, and access to the literature, the research limits the scope of the research into describing the integration of character education in teaching English as a foreign language to grade XI students in SMA Negeri 4 Yogyakarta in the academic year of 2011-2012."

D. Formulation of the Problems

In line with the limitation of the problems, the formulation of the problem of this research can be formulated as follows.

"How is character education implemented in teaching English as a foreign language to grade XI students of SMA Negeri 4 Yogyakarta in the academic year of 2011-2012?"

E. Objective of the Research

In accordance with the formulation of the problems, the objective of this research is to describe the integration of character education in teaching English as a foreign language to grade XI students of SMA Negeri 4 Yogyakarta in the academic year of 2011-2012.

F. Significances of the Research

This study confers both theoretical and practical significances. Theoretically, the result of this study will be able to develop the current theories about the integration of character education in teaching English as a foreign language and also to be the source of information of the integration. Practically, this study will give significances to the following parties.

1. To the Decision Makers

It will be expected that the result of this study can be used by the decision makers to evaluate the integration of character education. By doing so, the improvement of the program can be achieved successfully.

2. To Other Researchers

The information about the integration of character education in teaching English as a foreign language will give contribution for other researchers to conduct further studies or encourage them to carry out similar research on the different field of the study.

CHAPTER II

LITERATURE REVIEW

This chapter discusses some essential aspects which provide information on the understanding of the problem formulated in the previous section. This comprises the description of theoretical review, review of relevant research studies, and conceptual framework. The literature review firstly discusses the theoretical review. Review of relevant research studies is also presented afterwards. Then, the conceptual framework is demonstrated at last with reference to the theoretical review and the review of relevant research studies.

A. Theoretical Review

1. Teaching English as a Foreign Language in Indonesian Context

a). English as a Foreign Language

There are about a billion people in the world learning English today. This makes the language is commonly used by the international community. It is because English has become a tool for international communication in education, transportation, commerce, banking, tourism, technology, diplomacy, and scientific research. According to Huda (in Lauder, 2008), there are five factors that have made English an international language:

1. Its internal linguistic features.
2. The large number of English speakers.
3. The wide geographical spread of where it is used.
4. Its importance in fields such as politics, international diplomacy, economics and business, science and technology, and culture.
5. The use of English by countries which currently dominate world affairs economically, politically and culturally.

In Indonesia, English is categorized as a foreign language where English is not an official language or not as a mother tongue language, as it is mentioned by Gebhard (1996: 2). He suggests that English as a foreign language means English is studied by people who live in places where English is not the first language of the people who live in the country, such as Italy, Saudi Arabia, Korea, and Indonesia. In the same spirit, Richards and Rodgers (2001: 2) assumes “English is regarded as a foreign language when it does not function as an official language in a country, that is, the major language of law, government, education, and bussiness.” Similarly, Brown (2001: 3) also states that English as a foreign language always refers to English taught in countries where English is not a major language of commerce and education. In addition, Harmer (2007: 19) further explains this statement as follows:

English as a Foreign Language described situations where students were learning English in order to use it with any order English speakers in the world. It follows from this separation that the language studied in English as a Foreign Language lesson will be different from the language which English as Second Language students concentrate on (Harmer, 2007: 19).

Related to this, the first law to specifically deal with English as a foreign language in Indonesia was the 1989 Law, as it is mentioned by Lauder (2008). This law gives English a place as the first foreign language and makes it a part of the educational basic curriculum and one of the compulsory subjects to be taught at the secondary level, but allows it to be taught from fourth grade at Primary School. The language education policy from the Indonesian government about English as a foreign language was also created in 1998. This is formulated under the Law number 55 of 1998 concerning basic education in Indonesia. It explicitly

states that English can be used as a language instruction if it is necessary for delivering knowledge and/or some certain skills.

In line with this, currently English is taught in most every school in Indonesia, and this can be seen from the school curriculum. The need to learn and use English in communication has put English as the most important foreign language in Indonesia, as it is pointed out by Sudartini in *Character Education Journal* (2012: 46). This is due to the fact that Indonesian young generations need to master English well in order to be able to actively participate in the global world.

Despite the importance of English in Indonesian education context, one needs to be alert with the cultural impact of this language. It is because English is a part of western culture in which to some extent it is very different from eastern culture, particularly that of Indonesians. Therefore, it will be likely influence the students' character development if there is no such problem solving to save the national culture. Without a good filter process, it is feared that some of western culture which do not fit with Indonesian culture will be necessarily and spontaneously adopted by students. Considering this, hence, character education is necessary to be integrated.

In order to succeed with the enforcement of character education, English teachers hold a more important role to take direct responsibility towards the development of students' character by inserting national values to promote character education than teachers of any other subjects. It means that while the

students learn English, they are also provided with national values and culture, so that they do not lose their national identity and character.

b). Learning a Foreign Language and Culture Infiltration

Language and culture are inseparable. When students learn a language, they will automatically also learn about the culture. In addition to this, Brown (2001: 64) also states “whenever every language teacher teaches a language, the teacher also teaches a complex system of cultural customs, values, and ways of thinking, feeling, and acting.” This statement means that in learning a foreign language, in this case English, unwittingly there is culture infiltration. Thus, as language learners, teachers and students have to filter the good sides of the culture. If they are not able to filter the good things, the culture infiltration will be increased and it is really dangerous, because it can destroy the cultural identity of the nation.

The status of English as an international or global language makes English very important. Definitely, learning English as a foreign language is beneficial, but it has to be addressed properly. Learning English does not mean that the students adopt all aspects of the language use. Quite sometimes, Indonesian society has been worried that the widespread knowledge of English would have a negative impact on Indonesian culture, values and behaviour. By integrating national values, it is greatly hoped that the students are not affected negatively by foreign culture.

As a final point, in learning a foreign language, culture infiltration can occur. Hence, teachers have to do their best to make students be free from

negative cultural influences by integrating character education. The functions of character education are to apply national values and cultures and to filter the positive sides of foreign culture and values in order to be dignified citizens. If it is so, it is not impossible that students will develop their characters based on the national identity and characters in order to become good students and citizens.

c). TEFL in Indonesia

Nowadays, the purpose of teaching English in Indonesia is mainly to develop four essential skills integratedly. The four skills are listening, reading, speaking, and writing. When students learn a foreign language, they usually learn to listen first, then to read, then to speak, and finally to write. In former times, the purpose of teaching English has been primarily to develop reading ability as a means of helping students to gain access to information and to read references. Then, the government also provided a place for other skills, such as listening, speaking, and writing. Although Ministerial Decrees of 1967 and 1994 gave priority to reading skill, however, there was a change in the order, i.e from reading, listening, writing and speaking in 1967, to reading, listening, speaking and writing in 1994 (Komaria, in Lauder 2008).

In line with this, all schools, especially junior and senior high schools in Indonesia provide teaching English as a foreign language for all students. English has become one of the most important subjects taught at schools, because English is included as one of the subjects in the national final examination (UAN). Therefore it will influence students' graduation to take higher education. Teaching

English as a foreign language is not easy, because the language belongs to western culture which very contrasts with Indonesian culture. This can lead the students have better understanding on English culture rather than Indonesian culture. Hence, teachers should do their best to make them be free from negative domination of western culture and anticipate the negative effects of learning English by having the cultural awareness.

To achieve an effective English teaching and learning process, there are some key issues which are really essential for teachers. Thus, they should pay attention to these essential issues. According to Richards and Renandya (2002: 2) these issues centre on:

1. Understanding learners and their roles, rights, needs, motivations, strategies, and the processes they employ in foreign language learning
2. Understanding the nature of language teaching and learning and the roles teachers, teaching methods, and teaching materials play in facilitating successful learning
3. Understanding how English functions in the lives of learners, the way the English language works, the particular difficulties it poses for foreign language learners, and how learners can best achieve their goals in learning English as a foreign language
4. Understanding how schools, classrooms, communities, and the language teaching profession can best support the teaching and learning of English as a foreign language (Richards and Renandya, 2002: 2).

Based on the description above, English teachers must motivate the students to learn and use the language appropriately. The teachers also have to design various interesting activities, so that teaching and learning process can be exciting and fun. Understanding the issues, hopefully it will make English teachers easier to teach English as a foreign language to the students effectively.

2. Character Education and the Essential Virtues

a). Definitions of Character Education

According to Lickona (in Berkowitz, 2005: 2), character education is “the deliberate effort to develop good character based on core virtues that are good for the individual and good for society.” In this regard, Elkind and Sweet (in Direktorat Pembinaan Sekolah Menengah Pertama, 2010: 13) also define character education as “the deliberate effort to help people understand, care about, and act upon core ethical values.” Furthermore, King (in Abourjilie, 2002: v) says that “Intelligence plus character – that is the goal of a true education.” Those assumptions try to say that obviously character education is really important for the students to improve and develop students’ character to be better.

The term of character education is also defined by Abourjilie (2002: 2) as “a proactive way of adapting and using existing educational materials to promote understanding and inspire the development of good character traits among all students in every part of their learning experience.” In addition, based on National Commission on Character Education of USA (in Berkowitz, 2005: 2) character education is “any deliberate approach by which school personnel, often in conjunction with parents and community members, help children and youth become caring, principled, and responsible.” In the same spirit, Berkowitz (2002: 2) says that “effective character education is not adding a program or set of programs to a school. Rather it is a transformation of the culture and life of the school.”

In line with those definitions, the Indonesian Ministry of National Education (in the Editor Team of Indonesian Research and Development Curriculum Centre, 2010: 4) also states that character education is education that develops cultural values and national characters to the learners, so that they have character virtues as their characters, and apply the virtues in their lives as religious, nationalist, productive, and creative community members and citizens. Additionally, this education must be based on *Pancasila*, the 1945 constitution, and the national cultures and values of Indonesia.

Based on the definitions above, character education can be defined as education that aims at establishing a well-behaved, good-hearted, and right-minded citizen who always understands his/her rights and responsibilities and obeys the laws of the nation and religion. It proves that character education is very required to be integrated consistently in everyday life. Furthermore, every educational unit that is as the important element in developing students' character needs to take character education as seriously as it takes academic education, by integrating it in teaching and learning process in school. In other words, school where all students have opportunity to learn and develop strong characters must educate students' hearts as well as their minds. Therefore, it will be possible that the students are able to have noble characters based on *Pancasila* and the 1945 institution.

b). Character Education Components and Principles

Characters are developed throughout knowing, acting, and habit. Thus, characters show how people behave. If people behave badly, disgracefully, and

irresponsibly, it can be said that they manifest bad behaviour. On the other hand, if people behave well, properly, and responsibly, they certainly manifest noble characters. Someone can only be called a person of character if he or she behaves in accordance with moral codes or norms. Therefore, good characters must involve some components which are really required to be drawn on. Lickona (1991: 53) explains the three constituent components as follows:

1. Moral Knowing

The following six stand out as desirable goals of character education

- a. Moral awareness
- b. Knowing moral values
- c. Perspective-taking
- d. Moral reasoning
- e. Decision-making
- f. Self-knowledge

2. Moral Feeling

The following aspects of emotional moral life warrant the attention to educate for character

- a. Conscious
- b. Self-esteem
- c. Empathy
- d. Loving the good
- e. Self-control
- f. Humility

3. Moral Action

The three more aspects of character

- a. Competence
- b. Will
- c. Habit (Lickona, 1991: 53).

Every school as the institution is recommended to take notice those important components of good character which are really helpful and beneficial in integrating character education. Based on Lickona's point of view, the components not only consist of moral knowing, but also moral feeling and moral

action. All components should fully cooperate with each other, so that the integration of character education can run efficiently.

Besides, character education needs principles which can help to develop students' characters based on *Pancasila*, the 1945 constitution, and the national cultures. Therefore, there are some important principles in character education development according to the Ministry of National Education (in the Editor Team of Research and Development Curriculum Centre, 2010: 11-13). The following principles are used in the character education development:

1. It is sustainable.

This means the national characters development process is a long process.

2. It is integrated into all school subjects.

This requires that the national character and values of students develop through all subjects taught at school.

3. Characters are neither caught nor taught, but these are learned.

This implies that the material of national characters is not just a usual teaching material. In other words, these characters are not used as a subject, as well as teaching other subjects, like English, math, science, social studies, and so on. Teachers must model what they want their students to do by being the moral compass for students.

4. Learning process is conducted actively and fun by learners.

The fourth principle states that the character education process is conducted by students, meanwhile the teachers facilitate them with it.

In addition to these principles, South Carolina Department of Education (2009: 81) also mentions that there are eleven basic principles of character education in the following list:

1. Promotes core ethical traits;
2. Teaches students to understand, care about, and act upon these ethical traits;
3. Encompasses all aspects of the school culture;
4. Fosters a caring school community;
5. Offers opportunities for moral action;
6. Supports academic achievement;
7. Develops intrinsic motivation;
8. Includes whole-staff involvement;
9. Requires positive leadership of staff and students;
10. Involves parents and community members; and
11. Assesses results and strives to improve (South Carolina Department of Education, 2009: 81).

Related to the principles above, it can be stated that character education cannot be separated from the teaching and learning process. In addition, character education is not an easy or a one-time process, because building characters is the work of a lifetime. Besides, it is evidently true that to be effective, in integrating character education, all aspects that can determine the success of the integration must be included. The aspects are the entire school community and society. Without good participation and cooperation from the both sides, it is impossible that integrating character education into schools will run well. Therefore, there must be an effective collaboration and involvement between school community and society to make the integration run successfully.

c). Essential Virtues of Character Education

Character education is a means for assisting the development of students' personality and soul. In integrating character education, character traits or virtues are really important to taken into account. It is because by practicing the virtues,

the students can achieve two great goals, i.e intellectual excellence and moral excellence. According to Character Education Partnership of America (in Berkowitz, 2005: 3), it asserts that:

Character education is a national movement creating schools that foster ethical, responsible, and caring young people by modelling and teaching good character through emphasis on universal values that we all share. It is the intentional, proactive effort by school, districts, and states to instil in their students important core, ethical values, such as caring, honesty, fairness, responsibility, and respect for self and others (Berkowitz, 2005:3).

Similarly, Association for Supervision and Curriculum Development of America (in Berkowitz, 2005: 3) expresses that Character Education is teaching children about basic human values, including honesty, kindness, generosity, courage, freedom, equality, and respect. The goal is to raise children to become morally responsible, self-disciplined citizens.

From the statements above, these mean that there are many essential virtues that should be taught and integrated in school. Some important virtues should be highly shaped in the very beginning of time. The character virtues that comprise good characters or strong characters will be used differently. It depends on the core values of nation, religion, and culture. Therefore, there are some versions of character virtues that may be different from the Indonesian values.

Abourjilie (2002: 15), an American character education consultant lists several virtues with the definition as follows.

1. **Courage**

Having the determination to do the right thing even when others don't; having the strength to follow your conscience rather than the crowd; attempting difficult things that are worthwhile.

2. **Good judgment**

Choosing worthy goals and setting proper priorities; thinking through the consequences of your actions; and basing decisions on practical wisdom and good sense.

3. **Integrity**

Having the inner strength to be truthful, trustworthy, and honest in all things; acting justly and honourably.

4. **Kindness**

Being considerate, courteous, helpful, and understanding of others; showing care, compassion, friendship, and generosity; and treating others as you would like to be treated.

5. **Perseverance**

Being persistent in the pursuit of worthy objectives in spite of difficulty, opposition, or discouragement; and exhibiting patience and having the fortitude to try again when confronted with delays, mistakes, or failures.

6. **Respect**

Showing high regard for authority, for other people, for self, for property, and for country; and understanding that all people have value as human beings.

7. **Responsibility**

Being dependable in carrying out obligations and duties; showing reliability and consistency in words and conduct; being accountable for your own actions; and being committed to active involvement in your community.

8. **Self-discipline**

Demonstrating hard work and commitment to purpose; regulating yourself for improvement and restraining from inappropriate behaviours; being in proper control of your words, actions, impulses, and desires; choosing abstinence from premarital sex, drugs, alcohol, and other harmful substances and behaviour; and doing your best in all situations (Abourjilie, 2002:15).

There are also some other important virtues regarding the good characters from South Carolina Department of Education which are necessary to develop. Here are the character virtues that the department believes.

1. **Respect:** to show high regard for authority, other people, self, and country
2. **Honesty:** to always be fair and straightforward in conduct
3. **Cooperation:** to play together or work well with others to accomplish a common goal
4. **Good Citizenship:** to be actively engaged in demonstrating pride and responsibility in self, school, community, and country
5. **Responsibility:** to be held accountable for your own actions
6. **Self-discipline:** to demonstrate the ability to control yourself in all situations
7. **Caring:** to demonstrate concern through kindness and acceptance while meeting the needs of self and others
8. **Kindness:** to be considerate, courteous, helpful, and understanding of others' feelings and beliefs

9. **Fairness:** to play by the rules, to be open-minded to the viewpoints of others
10. **Dependability:** to be counted on or trusted (South Carolina Department of Education, 2009: 33).

Ten virtues are also proposed by Lickona (2004: 226). Below is the list of the ten essential character education virtues, with classification according to him.

1. Wisdom

- Good Judgment; ability to make reasoned decisions
- Knowing to put the virtues into practice
- Discerning what is important in life; ability to set priorities

2. Justice

- Fairness
- Respect for others
- Self-respect
- Responsibility
- Honesty
- Courtesy/civility
- Tolerance (respect for freedom of conscience, legitimately exercised)

3. Fortitude

- Courage
- Resilience
- Patience
- Perseverance
- Endurance
- Self-confidence

4. Self-Control

- Self-discipline
- Ability to manage one's emotions and impulses
- Ability to delay gratification
- Ability to resist temptation
- Moderation
- Sexual self-control

5. Love

- Empathy
- Compassion
- Kindness
- Generosity
- Service

- Loyalty
- Patriotism (love of what is noble in one's country)
- Forgiveness

6. Positive Attitudes

- Hope
- Enthusiasm
- Flexibility
- Sense of Humour

7. Hard Work

- Initiative
- Diligence
- Goal Setting
- Resourcefulness

8. Integrity

- Adhering to moral principles
- Faithfulness to a correctly formed conscience
- Keeping one's word
- Ethical consistency
- Being honest with oneself

9. Gratitude

- The habit of being thankful, appreciating one's blessings
- Acknowledging one's debt to others
- Not complaining

10. Humility

- Self-awareness
- Willingness to admit mistakes and take responsibility for correcting them
- The desire to become a better person

Every nation has its own version of character virtues based on the religion, values, and cultures. In Australia, there are nine virtues of character education which must be developed in teaching and learning process. Those are care and compassion, doing your best, fair go, freedom, honesty and trustworthiness, integrity, respect, responsibility, understanding, tolerance, and inclusion.

Meanwhile, according to the Ministry of National Education (the Editor Team of Research and Development Curriculum Centre, 2010: 9-10) there are some essential character virtues that are developed in Indonesia based on *Pancasila*, the 1945 constitution, and the national education goal. The virtues are mentioned below.

1. Being Religious
2. Honesty
3. Tolerance
4. Discipline
5. Perseverance
6. Creativity
7. Independence
8. Democracy
9. Curiosity
10. Nationalism
11. Patriotism
12. Appreciating the Achievement
13. Being Communicative
14. Being Peace-Loving
15. Interest in Reading
16. Caring for Environment
17. Respect for Others
18. Responsibility

Although there have been eighteen national character virtues, every educational unit can precisely determine what virtues should be emphasized based on the needs. In the integration, the number and the type of virtues that are chosen by an educational unit commonly will be different from another. These depend on the needs and the condition of every educational unit.

3. Character Education in Indonesia

Character education is actually not a new thing. The desire to be the nation of character actually has long been embedded in Indonesia. The first President of Indonesia, Soekarno even had emphasized the spirit of being the nation with strong characters by declaring nation and character building, in order to build and develop the national characters, so that a fair and prosperous society based on *Pancasila* can be achieved. In the New Order era, the desire to become a dignified nation had also never died. President Soeharto wanted the people to always rely on the values of *Pancasila*. However, at that time, character education was not integrated explicitly in the academic curriculum. It makes this education was not prioritized by the teachers. They prioritized cognitive aspects rather than other aspects, like affective aspects. Thus, at that moment, national and social values were less touched in education area.

Eventually, the government realizes that the decline of morality occurs in the society. This situation leads to chaos everywhere, for examples stealing, bullying, drug abuse, suicide, fighting, gang activity, vandalism, plagiarism, promiscuity, and so on. These negative behaviours among students clearly demonstrate the fragility of characters which is severe enough. Within the society

this is likely to happen, because of the low awareness of the importance of character education with the society, including in the school level. Considering this, all national components, including President Susilo Bambang Yudhoyono, particular the Minister of Education have deep concern on this matter.

The President urges the society to take notice and encourage character education. Therefore, it is necessary to find the best way to build and develop human and national characters, so that the society has good, excellent, and noble characters. This can be achieved through education, because education plays an important and central role in developing human potentials, including mental potential. Through education, transformation is expected to occur in order to develop positive characters and to change bad characters into good characters.

In line with this, the Ministry of National Education (in the Editor Team of Research and Development Curriculum Centre, 2010: 2) has fostered Law number 20 of 2003 concerning the National Education System. This law stipulates the function and the purpose of national education that must be used to develop and improve national education in Indonesia. Under the article 3, it is mentioned that the function of national education is to develop skills and to shape characters and civilization of the nation's dignity, in order to advance the intellectual life of the nation and is aimed at developing learners' potential in order to be faithful and pious human to God Almighty, and in order to be noble, healthy, knowledgeable, skilful, creative, independent, and become democratic and accountable citizens. The goal of national education is the formulation of Indonesian quality that must be developed by every educational unit. Education should not only produce

generations who are intellectual in academic life, but also generations who have noble characters. Thus, the establishment of character education comprehensively is really essential to be integrated.

4. Integrating Character Education in Teaching English as a Foreign Language

a). Nine Essential Virtues in Teaching English

Referring to the explanation in the previous section, character education is very important to be integrated in the teaching and learning activity. Therefore, character education must appear explicitly in the teaching and learning activities and also be the essence and the purpose of the activities. The aims of the activities are designed to make students master the targeted competencies and materials and also to make students recognize, realize, care about, and apply the essential virtues. In Indonesia there are 18 virtues based on *Pancasila* and the 1945 constitution that must be integrated, like what have been explained in the previous section. Although ideally all the virtues should be internalized into the students' learning activities through the teaching and learning process, however because of their huge numbers, facilitating all virtues in every subject can be hard. Thus, schools are encouraged to select and identify the core virtues as the focus of the integration. Additionally, the essential virtues can be categorized or divided and then these selected virtues are integrated into the most suitable subjects. In other words, schools and teachers are able to add or subtract the virtues based on the learners' need and the materials being taught.

In teaching English as a foreign language, there are nine virtues which should be integrated by the teachers. According to the Editor Team of Research and Development Centre (2010: 47), these consist of curiosity, independence, discipline, perseverance, democracy, respect for others, interest in reading, and being communicative. By understanding and practicing those virtues, it is noticeable that integrating character education in every subject, in this case, English is really important to conduct, so that it can help students improving and developing their characters to be good students not only in academic features but also in morality aspects. Furthermore, it will help students to obtain the opportunity to be brilliant future generations.

b). Integrating Character Education in Teaching English

The approach of teaching is really important to be taken into account when integrating character education. It should be able to support the effectiveness of developing good characters. One of the approaches, Contextual Teaching and Learning (CLT) can be chosen to help teachers relating learning materials to a real life, motivating the students to make connections between the knowledge they learned and their own lives. Contextual learning applies some of the learning principles. These principles are briefly described below.

1. Constructivism

Constructivism is a learning theory which states that people compile or build their understanding from the new experiences based on their background knowledge and beliefs.

2. Inquiry

Inquiry is a transition process from the observation to the comprehension which is begun with the observation from the questions appeared.

3. Questioning

Questioning is the use of questions to guide the way of thinking of the students better than merely to give them information in order to deepen their understanding..

4. Learning Community

Learning community is a group of students who get involved in learning activities, so that a deeper learning process occurs.

5. Modeling

Modeling is a display process of an example, in order to make others think, work, and learn.

6. Reflection

Reflection is the way of thinking of what the students have learnt, and it aims at helping students to describe the meaning of their own qualities.

7. Authentic Assessment

Authentic assessment is a term that is created to explain various evaluation methods that let students demonstrate their own ability to solve problem. (*Direktorat Pembinaan Sekolah Menengah Pertama*, 2010: 39-44).

Integrating character education can be conducted in the teaching and learning process through teaching and learning steps, ranging from planning stage, teaching and learning stage, and evaluation stage. Here is a short description about the integration.

1. Planning Stage

In this step, syllabus, lesson plans, and teaching materials are designed. Either syllabus, lesson plans, or teaching materials are designed so that teaching and learning activities can facilitate character education.

2. Teaching and Learning Stage

This stage consists of preliminary activities, core activities, and closing activities. These activities then are selected and executed, so that the students can practice the targeted virtues. As it is mentioned in the previous section, Contextual Teaching and Learning can be applied in the teaching English as a foreign language. It is because the approach has learning principles which can promote and facilitate character education.

3. Evaluation Stage

Basically, post-activity stage is about learning achievement evaluation. In this step, authentic assessment is applied. The selected assessment tools and techniques do not only measure the students' academic achievement, but also

to measure the students' character and personal development (*Direktorat Pembinaan Sekolah Menengah Pertama*, 2010: 45-59).

From the explanation above, it can be concluded that the integrated character education in teaching English as a foreign language can be integrated in the form of instructional materials, processes, and learning evaluation. By integrating character education into those stages, teachers intentionally can help students developing their skills and good characters.

c). The Roles of Teachers in Teaching English

It cannot be denied that English in senior high school is helpful in the formation of students' character, because this subject is strongly associated with students' daily activities. Moreover, students' skills can be also developed through this. Good character is not formed automatically, because it can be developed ultimately through a continued process of teaching, learning, and practice in everyday life. Character formation begins with a caring relationship: first at home, and then at school. In order to sustain with it, schools are needed to enforce character education to students, so that their morals and ethics can be maintained good.

Morality deals in large part with relationships with the way people treat each other. In the small society of the classroom, students have two kinds of relationships; their relationship with the teacher and their relationship with their mates. Both relationship have great potential for positive and negative impact on a young person's character development. As a fact, teachers have the power to

affect the values and character of their students in at least three ways, according to Lickona (1991: 71):

- a. Teachers can serve as effective caregivers; loving and respecting their students, helping them succeed in school, building their self-esteem, and enabling them to experience what morality is by having the teacher treat them in a moral way.
- b. Teachers can serve as models; ethical persons who demonstrate a high level of respect and responsibility both inside and outside the classroom. Teachers can also model moral concern and moral reasoning by their reactions to morally significant events in the life of the school and in the world at large.
- c. Teachers can serve as ethical mentors; providing moral instruction and guidance through explanation, classroom discussion, storytelling, personal encouragement, and corrective feedback when students hurt others or themselves (Lickona, 1991: 71).

Through his ideas, Lickona tries to convince that teachers must have good behaviour, so that the students can also have good behaviour by modelling on their teachers. It is the basic thing that the teachers should know. Therefore, every teacher must have positive attitudes and must be a good teacher for the students.

Furthermore, the teacher-student relationship is the main foundation of an effective instruction in teaching. Lickona (2004: 114) describes a good teacher-student relationship in this way:

- a. Teacher helps students to feel loved and capable
- b. Teacher motivates them to do and be their best, because they care about what the teacher thinks of them
- c. Teacher make it easier to communicate with students and work together to overcome obstacles of learning
- d. Teacher leads students to identify with their teacher and thereby opens them to the positive influence of the teacher's character expectations and personal example (Lickona, 2004: 114).

Finally, as already noted, it is obvious that excellent teachers build character through academics by managing their classrooms in ways that

encourage both, intellectual and ethical virtues. In integrating character education in teaching English as a foreign language, it is paramount for the teachers to know that they are required to be a role model for their students. Therefore, they must give good examples at all times. Besides, teachers should consider not only on how instructional practice influences academic learning but also on how it shapes students' character development.

B. Review of Relevant Research Studies

Many people believe that integrating character education in every subject at schools, particularly in teaching English as a foreign language helps students develop their academic, ethic, and social values adequately. It is because integrating character education can support positive character development of the students and facilitate them to interact properly with their teachers and other students, so that their classroom turn into a better learning environment.

Additionally, in order to have more knowledge about character education, it is really important for the teachers to learn from scientific research on character education. Research studies about character education have been conducted in some countries in the world. One of the countries is the United State of America (USA), a country where character education is firstly integrated in academic curriculum at schools. A 2000 evaluation of South Carolina's four year character education initiative (in South Carolina Department of Education, 2005: 31), which is a pilot program funded by the U.S Department of Education reports dramatic improvements among both students and adults. In surveys of South Carolina administrators, the study found that 93 percent reported improvement in student

attitudes, 89 percent reported improvement in student behaviour, 100 percent reported improvement in academic performance, and more than 65 percent reported improvement in teacher and staff attitudes since integrating character education.

Similarly, the Massachusetts Character Education Pilot Program in 2000-2005 (in Stedje, 2010: 7) showed significant improvement with each year of the character education initiative and involved eleven schools. One of them is Brighton High School. The results from the school can be seen as follows:

- Brighton High School's retention rate started at 11.3% in 2001, rose to 15.1% in 2002, and dropped to 6.1% in 2004.
- Brighton High School's enrolment grew from 1,133 students in 2000 to 1,327 students in 2005, and the dropout rate fell from 12.5% to 9.6%.
- In 2000, 68% of Brighton 10th grade students failed English Language Arts. By 2004, the number of failing students totalled 25%.
- In 2000, 87% of Brighton 10th grade students failed Mathematics. By 2004, only 17% failed mathematics (Stedje, 2010: 7).

As mentioned by Stedje (2010: 8), the U.S. Department of Education and Partnerships in Character Education State Pilot Projects 1995–2001 Report showed that federally funded programs lasted from 3–5 years. The reports also point out that:

The benefits of a character education program might continue after the grant funding has expired if the teachers and staff continually underline characters in the classroom. Schools that discontinue character education programs can see the positive residual effects up to two years. The reports consulted in this research suggested that once the administration, teachers, staff, parents, and the community all agree on the necessity of a character education program, sustainable funding is more likely to be found (Stedje, 2010: 8).

Nowadays, research studies about character education are also taken place in Indonesia by some educational researchers. Character education research not only occurs in civic and religious education, but also in other school subjects,

such as English, physical education, and so on. One of the research studies is done by Susanto (in *Character Education Journal*, 2012: 81). He shows that through physical education, character education can be integrated and it can successfully develop students' positive cultures and characters. Besides, there are fourteen character virtues at physical education, which comprise cooperation, sportsmanship, honesty, justice, care, responsibility, respect, firmness, friendliness, competitiveness, perseverance, togetherness, empathy, and resistance.

Similarly, based on *Journal of Character Education* (2011: 71-86), Marzuki, a social and economic lecturer of Yogyakarta State University also conducts a study about character education in religious education. The result of his study shows that in teaching religious education, character education is really important to be integrated automatically. It means religious attitudes and behaviour should be taught well at school. Moreover, according to him there are important aspects to be considered in the framework of an effective character building in schools which are school vision, mission, goals, and togetherness. These can support and facilitate the integration of character building programs.

In Indonesia one of the best practice schools is SMK Negeri 1 Bantul. The school which is located in the south part of Yogyakarta has been integrating character education for four years. *Curriculum and Books Centre* (2011: 51) reports some of the most effective results. After integrating character education in teaching and learning activities, the students' achievement in all subjects and graduate rates are increased. Besides, the sense of belonging to the school and the

attendance rates are increased as well. In addition, the school environment is improved. Therefore, the school is categorized as one of some National Schools of Character in Indonesia.

In the same spirit, Shields, an English teacher in Virginia High School in the USA, via Lickona (2004: 111) reports that integrating character education in teaching English is really beneficial. After integrating it, the students' attitudes are changed better. She treats her students with the greatest dignity and respect. Additionally, she develops empathy with her students and becomes more humble. She feels that integrating character education can make her a better teacher and a better character educator.

The research findings above suggest that the integration of character education in every subject at school is really important, because it supports students' academic development by achieving two great goals: intellectual excellence and moral excellence. In addition, integrating character education can develop a positive and moral climate in school. Therefore, automatically it can help school to create a safe and caring teaching and learning environment. Hopefully by integrating character education into teaching English as a foreign language, it can be successful in impacting positively the character development of students.

C. Conceptual Framework

The Ministry of National Education (in the Editor Team of Research and Development Curriculum Centre, 2010: 2) has established Law number 20 of 2003 concerning the National Education System in Indonesia. Under the article 3,

it is mentioned that the function of national education is to develop skills and to shape characters and civilization of the nation's dignity, in order to advance the intellectual life of the nation and is aimed at developing learners' potential in order to be faithful and pious human to God Almighty, and in order to be noble, healthy, knowledgeable, skilful, creative, independent, and become democratic and accountable citizens. This policy implies that character education should be integrated properly in every subject at schools. This integration is hoped to improve and develop students' character which is based on *Pancasila*, the 1945 constitution, and national values and character.

Some research studies about character education from some countries, such as Indonesia and the United State of America demonstrate that integrating character education in school have many benefits for both school community and also society. It is because the objective of character education itself is to make students as the future generation have noble characters based on the national values and character. Hence, this integration is really essential to be executed by every educational unit.

Indonesian government eventually commands every school to implement character education in every occasion, including SMA Negeri 4 Yogyakarta. The school has been integrating character education for two years. Character education here is integrated in every school subject, including English. Through this research, hopefully the integration of character education in teaching English as a foreign language to grade XI students of SMA Negeri 4 Yogyakarta can be described accurately.

CHAPTER III

RESEARCH METHOD

This chapter presents the research method which has been used to conduct the research. This comprises research design, setting of time and place, the subjects of the study, focus of the study, instruments of the research, data collection techniques, data analysis, and reliability and validity. Each of them will be demonstrated in the following discussion.

A. Research Design

In line with the goal of the research, to describe the integration of character education in teaching English as a Foreign Language to Grade XI students of SMA Negeri 4 Yogyakarta in order to get accurate and detailed information, a case study was used. Through a case study, the understanding of a certain practice, in this case the integration of character education can be acquired.

B. Setting of Time and Place

This research was conducted between April and May 2012 within the 2nd semester of the 2011/2012 academic year in SMA Negeri 4 Yogyakarta. This school was located at Jalan Magelang, Karangwaru Lor, Tegalrejo, 55241, Yogyakarta. The reason of choosing the school as the setting is because this school is categorized as one of the pilot schools in Yogyakarta to integrate character education. Besides, the school has many programs related to this integration, for example: incorporate character education into the curriculum, have school vision, mission, and goals that promote character education, and so on.

Physically, SMA Negeri 4 Yogyakarta has 24 classes consisting 8 classes of each grade. The school was also equipped with other facilities, such as teachers' office, a principal office, a guest room, a computer laboratory, a language laboratory, three science laboratories, two art rooms, a library, a mosque, a sport field, a medical room, toilets, school halls, canteens, and free hot spot areas. The researcher conducted the research by observing XI IPA 1, XI IPA 2, XI IPA 3, XI IPA 4, XI IPA 5, XI IPS 1, XI IPS 2, and XI IPS 3 classroom activities in teaching English as a foreign language in SMA Negeri 4 Yogyakarta.

C. Subjects of the Research

The subjects of this study were the English teacher of grade XI students and grade XI students of SMA Negeri 4 Yogyakarta, both science study program students and social study program students. The choice of the students was based on the recommendation from the English teacher. Besides, while the first year students (grade X students) were still new in achieving the integration of character education, the third year students (grade XII) were busy getting ready for the final examination, so that participating in research was not recommended.

D. Focus of the Research

The focus of the study was the integration of character education in teaching English as a foreign language to grade XI students of SMA Negeri 4 Yogyakarta.

E. Instruments of the Research

There were two instruments for collecting the data for this research which were an observation sheet and an interview guide. Observation sheets were useful

in obtaining the information about the description of the integration of character education based on the situation in the classroom activities. Meanwhile, interview guide was used to investigate, clarify, and validate the students' and the teacher's ideas and responses to the integration. This second instrument was also as guidance for the researcher in conducting interviews with the English teacher and the students. The outlines of the instruments are illustrated below. However, for more details, please see the appendix.

Table 1: Observation Sheet

Date : Place :
<div style="border: 1px solid black; height: 450px; width: 100%;"></div>

Table 2: Interview Guide for the English Teacher

For the English Teacher of Grade XI Students

a. Pemahaman tentang Pendidikan Karakter

1. Menurut Ibu, apa pengertian dari pendidikan karakter?
2. Apa yang menjadi latar belakang adanya pendidikan karakter di SMA Negeri 4 Yogyakarta?
3. Apa tujuan pendidikan karakter di SMA Negeri 4 Yogyakarta?
4. Mengapa penerapan pendidikan karakter sangat diperlukan?

b. Penerapan Pendidikan Karakter dalam Pengajaran Bahasa Inggris sebagai Bahasa Asing di SMA Negeri 4 Yogyakarta

1. Menurut Ibu, apa maksud dari pendidikan karakter yang terintegrasi di dalam proses pengajaran bahasa Inggris?
2. Apa sajakah nilai-nilai karakter yang ditargetkan untuk diinternalisasikan oleh siswa saat pengajaran bahasa Inggris?
3. Apa sajakah peran dan tanggung jawab guru terhadap penerapan pendidikan karakter di SMA Negeri 4 Yogyakarta?
4. Bagaimana penerapan pendidikan karakter yang terintegrasi di dalam tiap-tiap proses pengajaran bahasa Inggris di SMA Negeri 4 Yogyakarta ?
 - a. Tahap Perencanaan
 - b. Tahap Pelaksanaan (Pendahuluan, Inti, dan Penutup)
 - c. Tahap Evaluasi

c. Komentar tentang Pendidikan Karakter dalam Pengajaran Bahasa Inggris sebagai Bahasa Asing di SMA Negeri 4 Yogyakarta

1. Menurut Ibu, apa manfaat dari penerapan pendidikan karakter dalam pengajaran bahasa Inggris?
2. Apa sajakah hambatan atau kesulitan yang dihadapi dalam menerapkan pendidikan karakter saat pengajaran bahasa Inggris?
3. Bagaimana pengaruh penerapan pendidikan karakter dalam pengajaran bahasa Inggris terhadap siswa, baik pengaruh terhadap prestasi akademik maupun perilaku siswa?
4. Apa harapan Ibu kedepannya agar penerapan pendidikan karakter bisa dilaksanakan dengan maksimal?
5. Apa saran Ibu terhadap penerapan pendidikan karakter dalam pengajaran bahasa Inggris sebagai bahasa asing di SMA Negeri 4 Yogyakarta?

Table 3: Interview Guide for the Grade XI Students

<i>For the Grade XI Students</i>	
a. Pemahaman tentang Pendidikan Karakter	
1.	Apakah Adik pernah mendengar tentang pendidikan karakter?
2.	Apa yang Adik ketahui tentang pendidikan karakter?
b. Komentar tentang Pendidikan Karakter dalam Pengajaran Bahasa Inggris sebagai Bahasa Asing di SMA Negeri 4 Yogyakarta	
1.	Menurut Adik, apakah guru bahasa Inggris di SMA Negeri 4 sudah menerapkan pendidikan karakter?
2.	Menurut Adik, apakah pelajaran bahasa Inggris di SMA Negeri 4 bermanfaat dan berpengaruh positif terhadap Adik, baik dari segi akademik maupun perilaku?
3.	Manfaat dan pengaruh positif apa saja yang telah Adik dapatkan selama belajar bahasa Inggris di SMA Negeri 4?

F. Data Collection Techniques

In this research, the data were collected by conducting observation, carrying out interviews, and collecting some important and relevant documents. The observation was conducted by the researcher who became the observer by observing all grade XI classes in SMA Negeri 4 Yogyakarta. This was very important to get much information and give a detailed and clear description about the integration of character education in teaching English as a Foreign Language to grade XI students of SMA Negeri 4 Yogyakarta. Some documents related to the research were also collected, such as syllabus and lesson plans from the English teacher.

In the meantime, the observation was conducted by observing XI IPA 1, XI IPA 2, XI IPA 3, XI IPA 4, XI IPA 5, XI IPS 1, XI IPS 2, and XI IPS 3 classroom activities in teaching English as a foreign language in SMA Negeri 4 Yogyakarta. Then, the interviews were carried out by interviewing English teacher of grade XI students and grade XI students of SMA Negeri 4 Yogyakarta to gain data as accurate as possible about the integration. Furthermore, in interviewing the students, the researcher used a purposive sampling, in which grade XI students were selected randomly to be the representatives. There were eight classes of grade XI which consisted of five science study program classes and three social study program classes. From each class, the researcher selected two students to be interviewed, so that the total sample of grade XI students was sixteen students. Hopefully, the number of students as representatives represented adequately to describe the integration of character education to grade XI students in teaching English as a Foreign Language in SMA Negeri 4 Yogyakarta. The choice of the subjects to be interviewed was in attempt to gain data about character education as much as possible.

Moreover, while conducting observation, a video-recording was also made and photographs were taken, so that these were as excellent ways of supplementing the researcher's observation sheets. At the same time, in holding interviews, the researcher interviewed English teacher of grade XI students and the representatives of grade XI students of SMA Negeri 4 Yogyakarta by using a tape recorder to record the interviews.

G. Data Analysis

Data analysis is the process of data arrangement and data categorization (Patton in Moleong, 2002: 103). Descriptive qualitative data analysis played an important role in this research by providing not only facts about the information useful to identify the processes of integrating character education in Teaching English as a Foreign Language but also opinions of the subjects. Therefore, the data were in the forms of expressing words, clause, and sentences. Additionally, they were collected through observation, interviews, and documents. In analyzing the data, there were five steps.

First, the relevant documents were reviewed, including syllabus and lesson plans. Second, the data in the form of field notes and interview transcripts which were obtained through observation and interviews were transcribed into sentences and categorized into some groups. Third, each group was given a topic to each category to select and decide some focuses of the research. Fourth, the focuses were sharpened. This step was done by putting it in its previous category or moving it into another category. The data collection was finished if it was saturated. The last procedure was formulating some categories to be theories based on the predetermined criteria.

H. Trustworthiness

The aim of trustworthiness in a qualitative inquiry is to support the argument that the inquiry's findings are "worth paying attention to" (Lincoln & Guba, 1985: 290). Whatever procedure for collecting data is selected, it should always be examined critically to assert to what extent it is likely to be trusted. In

the qualitative research, to help understanding the phenomenon, the trustworthiness of this research was achieved by using triangulation. The triangulation was drawn on by collecting more than one type of data. It involved document review, observation, and interviews.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter demonstrates the result of research findings and the discussion in a single unity which comprises character virtues portrayed in the profiles of SMA Negeri 4 Yogyakarta, the integration of character education in teaching English as a foreign language to grade XI students of SMA Negeri 4 Yogyakarta, teacher's perspective towards the integration of character education in teaching English as a foreign language, and students' responses to the integration of character education in teaching English as a foreign language. Some findings are finally attained after analyzing the collected data through the process of categorization.

A. Research Findings

1. Character Virtues Portrayed in the Profiles of SMA Negeri 4 Yogyakarta

The Ministry of National Education has strongly urged every educational institution to implement character education based on the national values to shape noble characters for every student. Therefore, SMA Negeri 4 Yogyakarta as one of senior high schools in Indonesia encourages the development of students' character by integrating character education, as it has been instructed by the education minister. Not simply control the students' behaviour, the school also attempts to diminish their bad characters and strengthen their good characters. These are supported by the following statements.

R : Can you tell me, what was the background of integrating character education in SMA Negeri 4 Yogyakarta?

T : Well, it began when the government asked to every educational institution to implement character education. Besides, to avoid and minimize student's unexpected behaviour, you know, character education became a really vital thing. So, SMA Negeri 4 as well has to make, what was that, an effective strategy to implement character education. We can see the concrete example from school vision, mission, and goal. (Resource: Data 2, Interview 6)

Moreover, SMA Negeri 4 Yogyakarta has completed its curriculum document by inserting character virtues to the formulation of school vision, mission, and goals. These are designed to create a very positive climate in the school, because through these the students can understand what characters are expected for them. In addition, these help to strengthen the students' commitment to always do the right things and become excellent students. The vision, mission, and goal of SMA Negeri 4 Yogyakarta are presented below.

Table 4: **School Vision**

<i>Unggul dalam Imtaq, Iptek, dan Seni Budaya</i>

Table 5: **School Mission**

<ul style="list-style-type: none"> • <i>Meningkatkan penghayatan dan pengamalan agama masing-masing.</i> • <i>Menumbuhkembangkan budaya membaca, meneliti, dan menulis.</i> • <i>Meningkatkan prestasi akademis, KIR, seni, dan Olah Raga.</i> • <i>Memupuk budi pekerti luhur.</i> • <i>Membangun budaya sekolah melaksanakan 7K (Keteladanan, Kebersihan, Keindahan, Ketertiban, Kerindangan, Kedisiplinan, dan Kekeluargaan).</i> • <i>Mengembangkan kearifan lokal dalam kehidupan persekolahan.</i> • <i>Mengoptimalisasikan peran serta komite sekolah, masyarakat, dan institusi terkait dalam menyukseskan program sekolah.</i>
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Table 6: **School Goals**

<ul style="list-style-type: none"> • <i>Mengembangkan potensi peserta didik agar menjadi manusia:</i> <ul style="list-style-type: none"> ○ <i>Beriman dan Bertaqwa</i> ○ <i>Kreatif</i> ○ <i>Mandiri</i> ○ <i>Bertanggungjawab</i> • <i>Meningkatkan kecerdasan, pengetahuan, kepribadian, akhlak mulia, ketrampilan hidup mandiri, dan mengikuti pendidikan lebih tinggi.</i> 	<ul style="list-style-type: none"> ○ <i>Cakap</i> ○ <i>Berakhlak mulia</i> ○ <i>Sehat</i> ○ <i>Berilmu</i>
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Besides, SMA Negeri 4 Yogyakarta has made students' pledge that must be fulfilled and followed by every student. The pledge is made for the students to obey the school rules. Through this, the students are able to know how to put the virtues into practice, so that they have the desire to become better persons. Here is the students' pledge of SMA Negeri 4 Yogyakarta.

Table 7: **Students' Pledge**

<p><i>Demi kehormatanku aku berjanji :</i></p> <ol style="list-style-type: none"> <i>1. Bertaqwa kepada Tuhan Yang Maha Esa dengan melaksanakan perintah-perintahNya dan menjauhi larangan-laranganNya.</i> <i>2. Setia dan berbakti kepada Nusa, Bangsa, dan Negara, berdasar Pancasila dan Undang-Undang Dasar 1945.</i> <i>3. Hormat dan patuh kepada orang tua, bapak dan ibu guru, bapak dan ibu karyawan, dan keluarga besar SMA Negeri 4 Yogyakarta</i> <i>4. Menghargai dan menghormati sesama teman, peserta didik, dan siswa-siswi SMA Negeri 4 Yogyakarta.</i> <i>5. Menjaga dan menjunjung tinggi nama baik dan kehormatan SMA Negeri 4 Yogyakarta.</i> <i>6. Menjaga, melaksanakan, meningkatkan, dan mendukung sepenuhnya terwujudnya Kekeluargaan, Ketertiban, Keindahan, Kebersihan, Kerapihan, Kenyamanan, dan Keamanan di SMA Negeri 4 Yogyakarta</i> <i>7. Bersedia mentaati, menjiwai, dan melaksanakan tata tertib SMA Negeri 4 Yogyakarta dengan sungguh-sungguhnya.</i> <p><i>Kiranya Tuhan berkenan mengabulkan janji saya. AMIN.</i></p>
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To make the integration of character education in SMA Negeri 4 Yogyakarta runs successfully, this school involves all the key components that make up the school community, for instances students, teachers, school principal, school staff, and administrators. Furthermore, the involvement of parents and society is also crucial to the success of the integration. Once every three months, along with the teachers, the parents attend parent-teacher conferences that are held

at the school to promote active discussion and dialogue about the students. As a fact, parents stay connected to the school, so that they are able to monitor, keep informed, and keep updated about the students' academic progress and character development.

For SMA Negeri 4 Yogyakarta, character education is basically about helping students become persons who have good characters. Thus, character education here is integrated into all areas of the school curriculum. Since 2010, the school has been integrating this education and significantly it brings many benefits for both academic achievement and students' behaviour. It is because integrating character education can facilitate them to correlate closely with their teachers, their friends, and other people, so that their school turns into a better learning environment. It can be seen from the statements below.

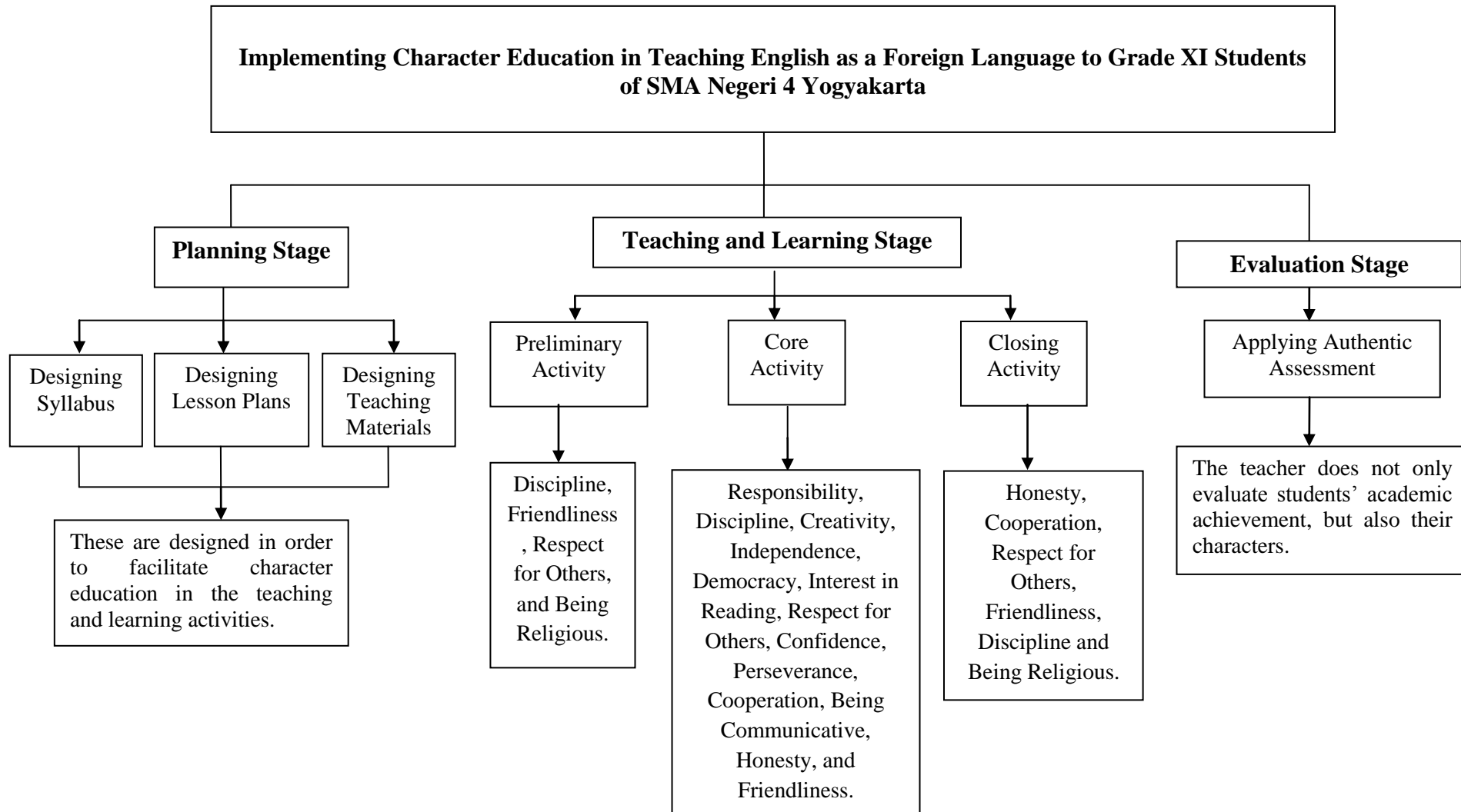
R : So, what is the purpose of integrating character education in SMA Negeri 4 Yogyakarta?

T : I think to develop students' character to be better, so that they will be good students. If they are good, creating a comfortable learning environment will be easier. And I believe that it will positively influence student's academic achievement as well. (Resource: Data 2, Interview 6)

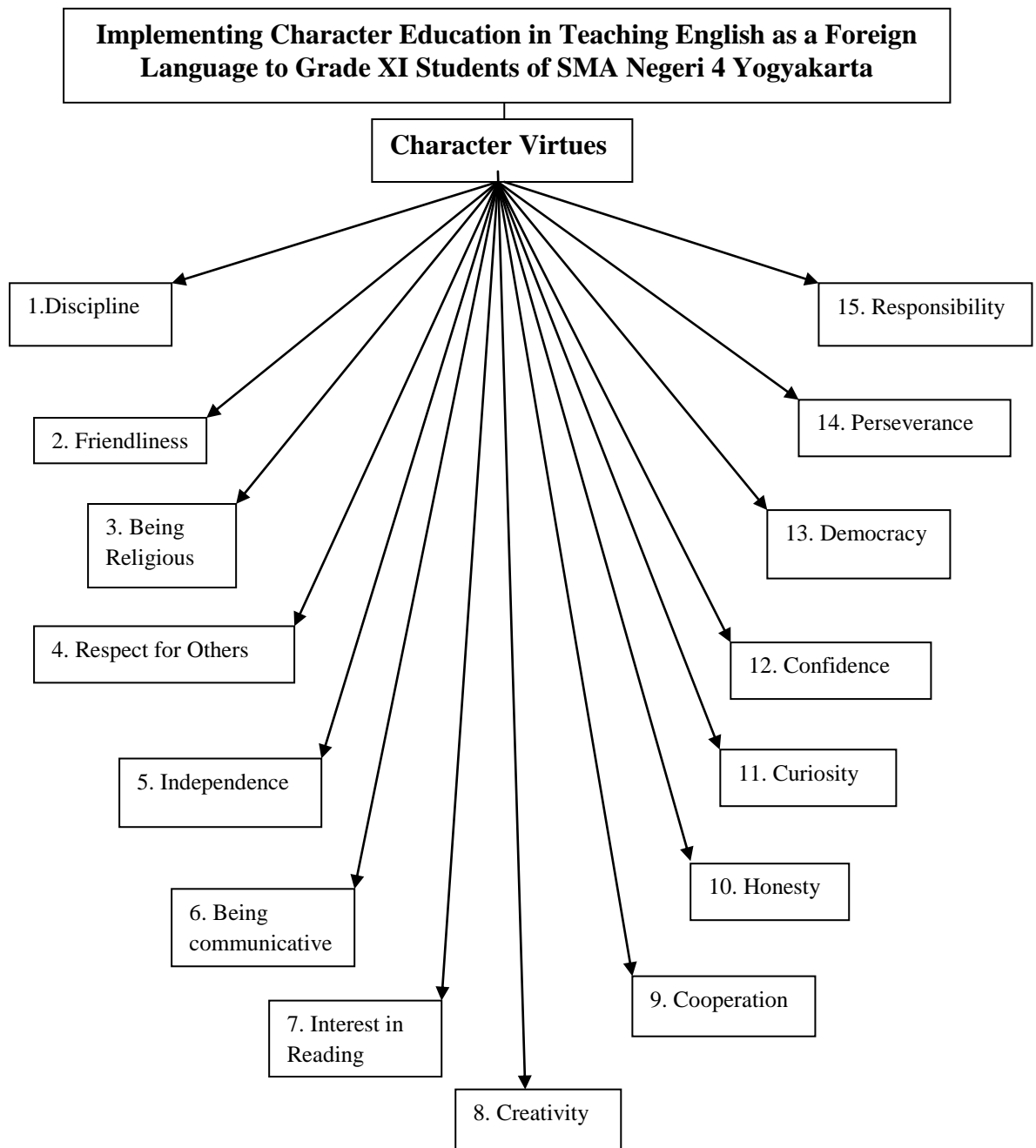
Hence, all teachers in SMA Negeri 4 Yogyakarta incorporate character education into teaching and learning activities in every school subject, including English. They give opportunities to the students for applying the character virtues to enable them developing their character based on national values, so that all students of SMA Negeri 4 Yogyakarta as Indonesian future generations have noble characters.

2. The Integration of Character Education in TEFL to Grade XI Students of SMA Negeri 4 Yogyakarta

Picture I: **The Implementation of Character Education in TEFL to Grade XI Students**



Picture II: **Character Virtues Targeted in TEFL to Grade XI Students**



It is paramount for every teacher to identify that there are many virtues based on the basic characters of the nation which should be integrated according to the Ministry of National Education guidance book. In teaching English as a foreign language to grade XI students, there are nine virtues: discipline, friendliness, democracy, independence, perseverance, curiosity, interest in reading, respect for others, and being communicative which should be developed. However, like what have been explained in the chapter two, teachers can precisely determine to add what virtues should be emphasized and targeted based on the needs of the students and the materials being taught. The English teacher of grade XI students in SMA Negeri 4 Yogyakarta has modified the nine virtues into fifteen virtues based on the students' need. Hence, the targeted virtues here are presented below.

1. Discipline
2. Friendliness
3. Being Religious
4. Respect for Others
5. Independence
6. Being Communicative
7. Interest in Reading
8. Creativity
9. Cooperation
10. Honesty
11. Curiosity

12. Confidence

13. Democracy

14. Perseverance

15. Responsibility

Then, the students are expected to be able to recognize and apply these essential virtues and what they have learned, so that their characters can develop well and lead them to become excellent students. This is supported by the following statements.

R : Then, what are the character traits or virtues targeted to be integrated in teaching English as a foreign language?

T : Well, fundamentally based on the Ministry of National Education guidebook, there are several good characters, if I'm not mistaken, for example discipline, friendliness, being communicative, interest in reading, respect for others, independence, perseverance, curiosity, and democracy. But, we can also modify what characters should be implemented based on the needs of the students. For example, being religious, honesty, cooperation, confidence, and creativity can be included too. (Resource: Data 2, Interview 6)

The integrated character education in teaching English as a foreign language to grade XI students is implemented in the form of planning stage, teaching and learning stage, and evaluation stage. In the planning stage, the teacher prepares and designs syllabus, lesson plans, and teaching materials which promote character education in the teaching and learning activities. In other words, every learning activity is designed not only to achieve the competences, but also to develop character virtues for the students. The examples of syllabus, lesson plan, and the teaching material that the teacher has made are presented in the following tables.

Table 8: The Example of Syllabus that Promotes Character Education to Grade XI Students of SMA Negeri 4 Yogyakarta

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar	Nilai Budaya & Karakter Bangsa
Membaca 11 Memahami makna teks fungsional pendek dan esei sederhana berbentuk narrative, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	11.1 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i>	<ul style="list-style-type: none"> Identifying meanings and information in a narrative text 	<ul style="list-style-type: none"> Membaca nyaring bermakna teks narrative secara individu Mendiskusikan isi teks yang dibaca secara berpasangan. Mendiskusikan ciri-ciri gramatikal yang digunakan dalam teks yang dibaca secara berkelompok. Berlatih menggunakan kalimat yang menyatakan argumen dan saran 	<ul style="list-style-type: none"> Mengajukan opini dengan sopan dan santun seputar topik yang menyangkut teks narrative yang disajikan. Memperlihatkan rasa senang dan gemar membaca cerita yang tersaji dalam teks narrative. Menemukan arti kosakata baru, sinonim, atau antonim yang disajikan dengan membuka kamus atau bertanya kepada teman/guru. Mampu menemukan jawaban atas persoalan yang disajikan menurut topik dalam teks narrative. Mengidentifikasi kasus yang dibahas dalam teks Mengidentifikasi argumen yang diberikan Mengidentifikasi saran yang diberikan 	Performans Tertulis (PG dan Uraian) Quiz Tugas	1 x 45 1 x 45 2 x 45	Interlanguage for XI Students Developing English Competencies for Grade XI Senior High School (SMA/MA) Kamus Kaset/CD OHP/LCD Jakarta Post Internet Laptop	Religius, jujur, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, bersahabat, gemar membaca, peduli sosial, tanggung jawab, komunikatif, tanggung jawab, percaya diri, kerjasama, dan kreatif

Table 9: **The Example of Lesson Plan that Promotes Character Education to Grade XI Students of SMA Negeri 4 Yogyakarta**

Rencana Pelaksanaan Pembelajaran	
Satuan Pendidikan	: SMA Negeri 4 Yogyakarta
Mata Pelajaran	: Bahasa Inggris
Kelas/Program	: XI/ IPA
Semester	: 2
Topik Pembelajaran	: <i>Narrative Text</i>
Jumlah pertemuan	: 1 (2 JP)
STANDAR KOMPETENSI	
(Membaca)	
11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk <i>narrative</i> , <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	
KOMPETENSI DASAR	
11.1 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i>	
INDIKATOR PENCAPAIAN KOMPETENSI	
<ul style="list-style-type: none"> • Mengajukan opini dengan sopan dan santun seputar topik yang menyangkut teks <i>narrative</i> yang disajikan. • Memperlihatkan rasa senang dan gemar membaca cerita yang tersaji dalam teks <i>narrative</i>. • Menemukan arti kosakata baru, sinonim, atau antonim yang disajikan dengan membuka kamus atau bertanya kepada teman/guru. • Mampu menemukan jawaban atas persoalan yang disajikan menurut topik dalam teks <i>narrative</i>. 	
TUJUAN PEMBELAJARAN	
Siswa mampu menjawab pertanyaan-pertanyaan seputar topik dalam bacaan yang disajikan dan mampu mencari sinonim atau antonim dalam bacaan yang disajikan.	
MATERI AJAR	
<ol style="list-style-type: none"> 1. Teks <i>narrative</i> 2. Sinonim 3. Antonim 4. Kosakata 	
ALOKASI WAKTU	
2 jam pelajaran (1 JP: 45 menit)	

METODE PEMBELAJARAN

1. Metode : *Contextual Teaching and Learning Approach*
2. Model pembelajaran : tanya jawab dan tugas mandiri

KEGIATAN PEMBELAJARAN

A. Pendahuluan (10 menit)

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: ramah, peduli*).
- Berdoa sebelum memulai pelajaran (*nilai yang ditanamkan: religius*).
Memeriksa kehadiran siswa (*nilai yang ditanamkan: disiplin*).
- Mengajukan pertanyaan seputar topik bacaan atau tanya jawab melalui gambar atau slide yang disajikan sebelum memulai teks bacaan (*nilai yang ditanamkan: komunikatif*).

B. Kegiatan Inti (80 menit)

1. Kegiatan Awal (10')

- Siswa mempersiapkan teks bacaan dari buku yang telah ditentukan oleh guru. (*nilai yang ditanamkan: tanggungjawab, mandiri, rasa ingin tahu*).
- Siswa melakukan membaca nyaring secara individu setelah guru memberikan perintah (*nilai yang ditanamkan: percayadiri, gemar membaca, kerja keras*).
- Guru mengoreksi pelafalan yang keliru dan memberi contoh pelafalan yang benar untuk diulang kepada siswa yang telah ditunjuk (*nilai yang ditanamkan: peduli, ramah*).

2. Kegiatan Inti (60')

Tanya jawab berlangsung selama pembahasan bacaan teks narrative (*nilai yang ditanamkan: komunikatif, kerja keras, mandiri, kreatif, percaya diri, gemar membaca, rasa ingin tahu, tanggung jawab, peduli sosial, kerjasama*).

- Pembahasan kosakata yang sulit.
- Pembahasan padanan kata dalam teks *narrative*.
- Pembahasan lawan kata dalam teks *narrative*.
- Menjawab pertanyaan bacaan secara lisan dengan menunjuk siswa dan mendiskusikannya secara klasikal.

3. Kegiatan Akhir (5')

- Guru memberikan PR tentang padanan kata yang terdapat dalam handout guru yang sudah diberikan kepada masing-masing siswa (*disiplin, mandiri, tanggung jawab*).
- Guru bersama siswa menyimpulkan pelajaran (*komunikatif, peduli sosial*).

- Refleksi: Peserta didik mengungkapkan kesan dan pendapat terhadap pembelajaran dan materi teks narrative (*komunikatif, jujur, demokratis*).

C. Penutup (5 menit)

- Guru menginformasikan kepada peserta didik tentang materi untuk pertemuan berikutnya, sehingga peserta didik diminta untuk melakukan persiapan (*rasa ingin tahu, gemar membaca*).
- Berdoa bersama (*nilai yang ditanamkan: religius*).

SUMBER DAN MEDIA BELAJAR

- Cerita *The Tortoise and The Hare*, *The Goose with The Golden Egg*, *The Ant and The Grasshopper*, dan *Gecko's Complaint* (Cerita ditampilkan juga dengan slide menggunakan *Power Point*).
- *Interlanguage book*.
- Handout guru tentang teks *narrative*, materi kosakata dan daftar pertanyaan seputar bacaan.
- Kamus Inggris-Inggris, Kamus bahasa Inggris-Indonesia

PENILAIAN

a. Format Penilaian Materi Teks *Narrative*

$$\text{Nilai Akhir: } \frac{\text{Skor Perolehan}}{\text{Skor Maksimum}} \times 100$$

b. Format Pengamatan Nilai-Nilai Karakter

No	Indikator nilai karakter	Kriteria			
		BT	MT	MB	MK
1	Kesopansantunan mengutarakan pendapat/ide.				
2	Komunikatif dan bersahabat, menghargai teman yang sedang melakukan performans membaca nyaring di kelas.				
3	Kreatif dan terampil dalam merespon pertanyaan dan menyampaikan ide dengan jujur.				
4	Kerendahan hati untuk menerima saran/masukan/kritik dari guru maupun				

	teman mengenai topik bacaan.				
5	Kepercayaan diri dan kemandirian dalam menjawab soal/ pertanyaan yang diberikan guru setelah membaca.				
6	Kedisiplinan dalam menyelesaikan tugas / PR yang diberikan guru.				
7	Kejujuran, kepercayaan diri, dan kemandirian dalam mengerjakan ulangan harian.				

Keterangan:

BT: Belum Terlihat

(Apabila peserta didik belum memperlihatkan tanda-tanda awal perilaku yang dinyatakan dalam indikator).

MT: Mulai Terlihat

(Apabila peserta didik sudah mulai memperlihatkan adanya tanda-tanda awal perilaku yang dinyatakan dalam indikator tetapi belum konsisten).

MB: Mulai Berkembang

(Apabila peserta didik sudah memperlihatkan berbagai tanda perilaku yang dinyatakan dalam indikator dan mulai konsisten).

MK: Membudaya

(Apabila peserta didik terus menerus memperlihatkan perilaku yang dinyatakan dalam indikator secara konsisten).

Mengetahui,
Kepala Sekolah

Yogyakarta, November 2011
Guru Mata Pelajaran

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NIP.

.....
NIP.

Table 10: The Examples of Teaching Material that Promotes Character Education to Grade XI Students of SMA Negeri 4 Yogyakarta

Text.1

THE TORTOISE AND THE HARE

A hare once made fun of a tortoise. "What a slow way you have!" he said. "How you creep along!"

"Do I?" said the tortoise. "Try a race with me and I'll beat you."

"What a boaster you are," said the hare. "But come! I will race with you. Whom shall we ask to mark off the finish line and see the race is fair?"

"Let us ask the fox," said the tortoise.

The fox was very wise and fair. He showed them where to start and how far they were to run.

The tortoise lost no time. He started out at once and jogged straight on.

The hare leaped along swiftly for a few minutes till he had left the tortoise far behind.

He knew he could reach the mark very quickly, so he lay down by the road under a shady tree and took a nap.

By and by he awoke and remembered the race. He sprang up and ran as fast as he could. But when he reached the finish mark the tortoise was already there!

"Slow and steady wins the race," said the fox.

Answer the following questions.

1. Who are the main characters?
2. How can you tell the hare was being unkind to the tortoise?
3. Why do you think the tortoise challenged the hare to a race?
4. In the beginning, did it look like the tortoise would win the race?
5. What does the fox's statement, "Slow and steady wins the race," mean?
6. What message can you learn from the story?

Role-Play

1. Choose three volunteers and role-play the story.
2. Discuss the character virtues or the lack of character virtues exhibited by each character.

Text.2

THE ANT AND THE GRASSHOPPER

In a field one summer's day a grasshopper was dancing and singing all day long. A group of ants walked by, grunting as they struggled to carry plump kernels of corn.

"Where are you going with those heavy things?" asked the grasshopper.

Without stopping, the first ant replied, "To our ant hill. This is the third kernel I've delivered today."

"Why not come and sing with me," teased the grasshopper, "instead of working so hard?"

"We are helping to store food for the winter," said the ant, "and think you should do the same."

"Winter is far away and it is a glorious day to play," sang the grasshopper.

But the ants went on their way and continued their hard work.

The weather soon turned cold. All the food lying in the field was covered with a thick white blanket of snow that even the grasshopper could not dig through. Soon the grasshopper found itself dying of hunger.

He staggered to the ants' hill and saw them handing out corn from the stores they had collected in the summer. He begged them for something to eat.

"What!" cried the ants in surprise, "haven't you stored anything away for the winter? What in the world were you doing all last summer?"

"I didn't have time to store any food," complained the grasshopper; "I was so busy singing and dancing that before I knew it the summer was gone."

The ants shook their heads in disgust, turned their backs on the grasshopper and went on with their work.

Answer the following questions with your partner.

- 1) What is the problem in the story?
- 2) What kind of values found in the story?
- 3) Why is it important to prepare for tomorrow?
- 4) If you were the ant, how did you feel when you were working hard while the grasshopper was singing and dancing?
- 5) If you were the ant, what did you think about grasshopper when he was asking for help?
- 6) If you were the grasshopper, how did you feel when winter rolled around and you had no food to eat?

Meanwhile, in the teaching and learning stage, the teacher implements character education when teaching English to the students by inserting essential virtues that can develop students' character positively. Here, the teacher applies Contextual Teaching and Learning approach, because it can be the best way to promote character education, as it has been suggested by the National Education Ministry (2010: 51). It is because Contextual Teaching and Learning approach have fundamental principles, like these have been explained in the chapter two. The teacher believes that this approach can facilitate students to experience practicing good characters through various activities. In addition, this stage comprises preliminary activities, core activities, and closing activities.

Then, the last stage is evaluation stage. In this stage, the teacher applies authentic assessment which is able to determine and evaluate the students' academic achievement and the students' character. Authentic assessment is the process by the teacher to gather information about the students learning progress. Thus, this can create various activities that promote character virtues and enhance students' abilities, for example: ability to integrate what they learn, ability to be creative, ability to work collaboratively, and so on. Besides, the description of the integration of character education in teaching English as a foreign language to grade XI students of SMA Negeri 4 Yogyakarta can also be seen from the teacher's explanation in the following interview results.

- R : How is the integration of character education integrated in teaching English as a foreign language to grade XI students of SMA Negeri 4 Yogyakarta?
- T : Well, it is by integrating the characters in every teaching and learning stage. From the very beginning, you know, planning stage, teaching and learning stage, and the last one, evaluation stage.

- R : Well, it means that character education is integrated in syllabus, lesson plans, and teaching materials, right?
- T : Yes, of course. Because, it's the rule right now. Whenever the teacher make a kind of syllabus, you know, and lesson plans, they have to insert what kind of characters that we have to insert here. For example, when we have a kind of discussion, you know, right, the teacher arrange a kind of assignment for the students to work together in the group. Then the character here that we can get is that cooperation, right? Then, what was that, cooperation... and then probably try to respect other opinions, right?
- R : Yeah. Then, what about the evaluation, do you integrate the integration of character education as well?
- T : Absolutely, we have to integrate character education in evaluation stage as well. I use authentic assessment to evaluate them.
- R : Can you explain more about it? Because I saw on the English exam paper for XI grade students, it is written a very inspiring sentence which is honesty builds up your bright future.
- T : Okay, yeah... okay, well, you know something, not only evaluation you know. In teaching students, when I teach my students, I need to give them, what was that, something that make a kind of... what was that.. encouragement, you know, right, because it's very important. It's very useless if I have smart students, but they don't have any spirit in doing their activities, you know, because when we do our activities without any spirit, without any mental encouragement, then this would be very terrible, yeah, in the future. Probably we're just.. you know.. let say a kind of robot. A robot has got very excellent program, but if they don't have any.. any.. what was that.. sensibility here, they don't have any encouragement, so what is it for? Right?
- R : Yeah, it will be nothing, Miss.
- T : Yes, you're right, there'll be nothing for the students. They are human not a robot. (Resource: Data 2, Interview 6)

From the explanation above, it can be concluded that the teacher integrates the targeted virtues in every teaching and learning stage, including the planning stage, the teaching and learning stage, and the evaluation stage. Additionally, she says that in teaching students, it is important to give them encouragement, so that they can have spirit in doing their activities.

3. The Teacher's Perspective towards the Integration of Character Education in Teaching English as a Foreign Language

Character education is very necessary to be implemented every time in schools, including SMA Negeri 4 Yogyakarta. Moreover, the school have to take character education as seriously as it takes academic education, so that the integration will be entirely beneficial to build students' noble character. The English teacher of grade XI students of SMA Negeri 4 Yogyakarta defines character education as a kind of system in education. It has been stated in the following statements.

R : According to your opinion, what is character education, Miss?

T : Character education... Well, I suppose that em.. character education has existed long long time ago, you know. Em.. but, I think since the era right now, you know, especially it changes the students' character. The government, especially from the education department, you know, try to recall again this kind of system, you know, character education in order for the students to have character building. And I think for the kind of character education here is very important for every school to implement character education in every occasion. (Resource: Data 2, Interview 6)

In accordance with the teacher's opinion, the first thing that every teacher should know when integrating character education in teaching English as a foreign language is recognizing national values and characters of Indonesia. Moreover, the teacher must be able to mix national characters with western culture by adopting good aspects of the language use, in this case English. The evidence can be seen from the interview results below.

R : In your opinion, what is meant by integrating character education in TEFL?

T : Well, I think integrating this in TEFL, first of all, as the teacher we have to really know the, what was that, the origin or the basic characters of our nation, our students, you know. Okay let's say here we are Indonesian, so I suppose that we have to recognize Indonesian characters, for example friendliness, something like that.

R : Do you mean character traits or virtues?

T : Yeah, something like that. For example like this, in our culture, students have to greet their teacher when they meet the teacher. And whenever they see the teacher with their heavy stuffs, it is supposed to be that the students

help the teacher. I think probably this is ridiculous, very simple, but this is a good character, you know. And if we try to develop this then this would be a kind of habit, you know. This character would be built among the students, okay. I think for the integrating here, first of all, we have to really recognize our character, right, our own culture character here. And after that by, em.. learning the English as a foreign language, then we can, what was that, we can mix, you know, right? It's not necessary when we're learning English, then we, what was that, em.. we're making or integrating the western culture for example, no.. It's not necessary like that. Because, if we implement their culture as our culture, that means we're going to lose our identity or personality. Yeah, so, basically here, integrating character education in teaching English as a foreign language here is that we have to mix our own character, our culture, with the em... probably with their culture. And we have to take the good things, right? And one more, we do not have to adapt all their cultures, but we have to select the good ones and make our identity. Yeah, and every teacher has to implement the good characters in the teaching and learning process. (Resource: Data 2, Interview 6)

The teacher who is as one of other important components in teaching and learning activities has many roles. Here, she is not only simply as a mentor who transfers knowledge, in this case English, but also as a facilitator and model who demonstrates and applies character virtues to the students based on the national values and cultures. Moreover, she is a good friend for her students, so that they feel welcomed around her. It can be seen from the following interview results.

R : Okay, in your opinion, what are the roles and responsibility of the teacher in integrating character education?

T : I think the role of the teacher is not just simply teaching the students, but every teacher is demanded to be, you know, a role model by behave well. And it is our primary responsibility to make them behave well too. We can start by being their friend first. If we are as their friend, I am so sure they will feel that they are respected by the teacher. (Resource: Data 2, Interview 6)

R : By the way, I saw that you are really closer with the students. After the lesson ended, some students, you know, em.. what is it, have a heart to heart talk with you. Even in the teaching and learning activity, there was a boy whose hand wounded. You approached him and you respectfully asked what's wrong with his hand. You showed him a great sympathy. That was really cool.

T : Well, you know, it will automatically happen when we look something wrong to our student. Our deep instinct will make sure us to care about the student. As teachers, we should give our sympathy. Because, it can encourage the student and he knows that everybody cares about him. And I think this is the moral duty for the teacher. (Resource: Data 2, Interview 3)

If her students behave in an unkind way, she directly will speak to the students privately to motivate them to always behave well. Eventually, the students have been immersed in the targeted virtues. Hence, these have become a part of the classroom culture. It is supported by the following statements.

R : Well, they were little bit uncontrolled, Miss. They were noisy. Even several boys sometimes disturbed other students.

T : Yeah, it's difficult indeed to control them. But, in fact they are nice.

R : Yes, Miss. They are friendly.

T : Mba Mita, actually they are athletes. So, every early morning they must have some exercises at school. Probably, they feel tired, and it makes them difficult to concentrate in learning. We can see that their activities are so intense, because they must take part in several championships. Even, sometimes they look sleepy in the class. Therefore, I need to give special treatment to handle the students, so that they have spirit in learning.

R : Yeah, I know, Miss. I saw that you never got bored to motivate them in learning. Eventually, the boys didn't disturb others anymore. Even they turned out to love learning.

T : Yes, there must be a solution to overcome the problems. (Resource: Data 2, Interview 3)

Besides, she agrees that there are many advantages which can be achieved by integrating character education. Fully, she believes that it will give benefits not only for students' academic achievement, but also students' character development. To have the benefits, she tries to be a good role model for her students by providing good examples. Additionally, she believes that all students deserve to be loved, accepted, and respected for who they are. These are supported by the following statements.

R : Okay, then what are the benefits of integrating character education in teaching English as a foreign language?

- T : Well, I think there are so many benefits, right, okay. But one thing for sure, em.. the benefits of integrating this is that to set up our students with their excellent mentality, right. As I told you before that what is it for the smartness from the students if they don't have any good characters, right? Probably they're smart, but what is it for if they are smart and then they make other people, they treat other people bad. They deceive people, right, what is it for, right, okay. (Resource: Data 2, Interview 6)
- R : So, it means that this brings good influences in their achievement as well?
- T : Yeah, absolutely. You know what, when I give them affection, when I give them care, it is very easy for me to manage them. They are managed well when they realize that their teachers love them, their teachers care about them. (Resource: Data 2, Interview 6)

In addition, the teacher admits that she sometimes finds obstacles when integrating character education in teaching English to her students. The obstacles come from the students themselves, in particular male students. These have been stated in the statements below.

- R : How about the obstacles, Miss? I mean what are the obstacles or difficulties of integrating this education in teaching English as a foreign language?
- T : Okay.. the obstacles...
- R : Yeah, especially in this high school.
- T : Yeah...em..okay, I'd like to say that basically the students here, they have many problems in their family, right, okay. I think this would be a kind of obstacles for me to set up their good characters, Because, I think character, you know, character is a such kind of habit. It is built from the habit. If you have the good habit, then this would be your good characters, right? And unfortunately at home, my male students, most of them, they have bad habits. Sometimes their parents don't know and don't really care about this kind of character. And unfortunately, when they go to school and they need the people here, sometimes they bring their habit. They bring their cultures from home at school, yeah. (Resource: Data 2, Interview 6)

Furthermore, she tells her expectation for the future related to character education, so that this is able to be implemented effectively. She hopes that the students are able to be excellent students by conquering all difficult problems that they have. It can be seen from the following interview result.

- R : So, what's your hope or expectation for the future in order that character education can be implemented maximally?
- T : Okay, for my future.. oh no.. no.. for their future, not for my future, right? I have an expectation that they will be a real human being. Well, probably I don't like to demand them, to request them to be smart and.. what was that.. excellent people. But, one thing for sure that they have to struggle in their lives. And they have to.. what.. conquer this hard life. That is what I expect. Well, I don't know whether they will apply their theories at school in their lives in the future or not, I.. I don't know about that. But, I just hope that they can conquer this life. I'm sure that they can do this. (Resource: Data 2, Interview 6)

At last, the teacher gives some suggestions about character education, and these are for other teachers in SMA Negeri 4 Yogyakarta. She suggests the teachers to teach them with love. Besides, the teachers have to be their friends. She believes that if it is so, the teachers can lead their ways to be good students. Have a look at her suggestions as follows.

- R : Well, I hope so. The last question, what suggestion do you have about the integration of character education in teaching English as a foreign language in SMA Negeri 4 Yogyakarta?
- T : Suggestion... Well, my suggestion is that especially for all teachers here. Okay..my suggestion is that try to love the students. Try to be their friends, not only try to be their teacher, you know, right. By understanding them as friends, then we can manage them easier. We can understand what they want. And we can lead their ways. Well, that's all. (Resource: Data 2, Interview 6)

4. The Students' Responses to the Integration of Character Education in Teaching English as a Foreign Language

Understanding character education is not only important for the teacher, but also for the students. It is because the students themselves have an important part in the integration of character education. All grade XI students in SMA Negeri 4 Yogyakarta have heard about this and most of them are able to define character education based on their own opinions. They are sure that through

character education, their characters can be developed well based on the national values. The evidences can be seen in the following interview results.

R : *Apakah Adik pernah mendengar tentang pendidikan karakter?*

(Have you ever heard about character education?)

S3 : *Pernah, Mbak.*

(We have, Miss.)

S4 : *Iya pernah.*

(Yes, we have.)

R : *Apa yang Adik-adik ketahui tentang pendidikan karakter?*

(What do you know about character education?)

S3 : *Apa ya? Kayaknya karakter-karakter baik yang harus dimiliki siswa.*

(What is it? I think good characters that the students must have.)

R : *Kalau menurut Adik?*

(How about you?)

S4 : *Iya, jadi itu untuk membentuk karakter siswa untuk menjadi yang lebih baik, berbudi pekerti yang luhur.*

(Yeah, I agree. So, it is to build students' character to be better and behave well.) (Resource: Data 2, Interview 8)

R : *Apa yang Adik-adik ketahui tentang pendidikan karakter?*

(What do you know about character education?)

S13: *Apa ya? Em.. pendidikan moral kayaknya, Miss.*

(What is it? Em.. It is moral education, I think, Miss.)

S14: *Iya, jadi menjadikan moral siswa menjadi lebih baik. Kalau gak salah, Miss.*

(Yeah, so it makes students' moral become better, if I'm not mistaken, Miss.) (Resource: Data 2, Interview 13)

Furthermore, from the interview, it is found that the school has introduced and promoted character education in many occasions, as it is stated by two female students of grade XI in the sentences below.

R : *Apa yang Adik-adik ketahui tentang pendidikan karakter?*

(What do you know about character education?)

S2 : *Wah, kurang tahu. Saya cuma pernah dengar saja Kak, waktu pidato upacara.*

(I don't know. I just have ever heard about it when there was a ceremonial speech.)

S1 : *Pendidikan karakter itu kalau tidak salah nilai-nilai karakter bangsa yang sedang digalakkan di sekolah. Kalau gak salah gitu, Kak.*

(If I'm not mistaken, character education is character values which are embedded in school. If I'm not wrong, Miss.)

- R : *Menurut Adik, apakah pelajaran bahasa Inggris di SMA Negeri 4 sudah menerapkan pendidikan karakter?*
(In your opinion, has English lesson in SMA Negeri 4 Yogyakarta implemented character education?)
- S1 : *Kayaknya sudah deh, Kak. Karena guru bahasa Inggris juga pernah membicarakannya di kelas.*
(I think so, Miss. Because the teacher has ever talked about this in the class.)
(Resource: Data 2, Interview 7)

According to some of grade XI students in SMA Negeri 4 Yogyakarta, when English teaching and learning process, the teacher has implemented character education. The evidence can be seen from the following interview results.

- R : *Menurut Adik, apakah guru pelajaran bahasa Inggris di SMA Negeri 4 sudah menerapkan pendidikan karakter?*
(In your opinion, has the English teacher in SMA Negeri 4 Yogyakarta implemented character education?)
- S5 : *Sudah, Miss. Sekolah khan sedang menggalakkan pendidikan karakter juga.*
(It has, Miss. Our school is now actually supporting character education too.)
- S6 : *Iya. Kadang dibahas juga kok. Sepengetahuan saya, setiap guru malah harus mengajarkan karakter, Miss.*
(Yeah. Sometimes, it is talked anyway. Far as I know, every teacher must introduce and teach characters, Miss.) (Resource: Data 2, Interview 9)

Besides, most of grade XI students in SMA Negeri 4 Yogyakarta believe that character education can bring positive impacts to the students. According to them, this not only gives impacts to their academic achievement, but also their character development. The positive impacts have been stated in the statements below.

- R : *Menurut Adik, apakah pelajaran bahasa Inggris di SMA Negeri 4 bermanfaat dan berpengaruh positif terhadap Adik, baik dari segi akademik maupun perilaku?*
(According to you, is English lesson in SMA Negeri 4 Yogyakarta useful and does it bring positive impact for you, both in your academic achievement and your behaviour?)
- S15: *Ya, bermanfaat, Miss.*

(Yes, it is beneficial, Miss.)

R : *Kalau menurut Adik?*

(How about you?)

S16: *Iya, sama, Miss.*

(Yes, just the same, Miss.)

R : *Manfaat dan pengaruh positif apa saja yang telah Adik dapatkan selama belajar bahasa Inggris di SMA Negeri 4 Yogyakarta?*

(What are the benefits and positive impacts that you have got during learning English in SMA Negeri 4 Yogyakarta?)

S15: *Pengaruh positifnya banyak. Kita jadi lebih pintar dalam bahasa Inggris.*

(There are many positive impacts. We have a good progression in mastering English.)

S16: *Ya, kemampuan bahasa Inggris jadi lebih baik. Selain itu kaitannya sama pendidikan karakter, kita juga sering belajar banyak dari sini. Ya, misalnya kita jadi lebih peduli terhadap sesama, soalnya sering dibilangin pentingnya untuk peduli jika kita mau dipedulikan orang lain.*

(Yes, Our English is getting better. Besides, in relation to character education, we often also learn a lot from here. For example, we become more care about each other, because the teacher frequently says that if you want to be cared by others, we have to care others too.) (Resource: Data 2, Interview 14)

The same responses are also stated by other students. They say that during learning English in SMA Negeri 4 Yogyakarta, there are many benefits they can get. They also say that the teacher was inspiring for them. The proof can be seen in the following sentences.

R : *Manfaat dan pengaruh positif apa saja yang telah Adik dapatkan selama belajar bahasa Inggris di SMA Negeri 4?*

(What are the benefits and positive impacts that you have got during learning English in SMA Negeri 4 Yogyakarta?)

S9 : *Banyak, Miss. Gurunya itu suka mengajarkan pentingnya menghargai pendapat teman, terus juga kalau ulangan gurunya lebih respect sama yang nilainya jelek tapi jujur daripada nilainya bagus tapi ternyata nyontek. Oh iya... gurunya juga kalo datang tepat waktu, jadi kalau menurut aku positif banget pengaruhnya.*

(The teacher likes to teach the importance of respecting other opinions. Then if there is examination, the teacher is more respectful with students who get bad marks but they are honest, than students who get good marks but actually they cheat. By the way, she always comes on time, so I think it definitely has positive impacts.)

S10: *Iya betul. Gurunya bisa dibilang inspiratif bagi murid-muridnya.*

(Yes, it is right. It can be said that she is inspiring for her students.)
(Resource: Data 2, Interview 11)

Then, practically the same as theirs, the two male students of grade XI in SMA Negeri 4 Yogyakarta agree that English lesson in SMA Negeri 4 Yogyakarta useful and this bring positive impacts for them. Two of the impacts are that their knowledge about English is expanding and they do not dare to come late.

R : *Menurut Adik, apakah pelajaran bahasa Inggris di SMA Negeri 4 bermanfaat dan berpengaruh positif terhadap Adik, baik dari segi akademik maupun perilaku?*

(According to you, is English lesson in SMA Negeri 4 Yogyakarta useful and does it bring positive impact for you, both in your academic achievement and your behaviour?)

S7 : *Em.. gimana ya.. kayaknya iya deh, Kak. Soalnya gurunya tuh on time banget datengnya, jadi semenjak itu kita jadi kebiasaan on time jangan sampai terlambat, hehe. Kalo untuk akademik, ya jelas positif, Kak. Soalnya kalau kita belajar khan otomatis jadi nambah ilmu. Dan kalau menurutku, kualitas guru bahasa Inggris di sini bagus. Jadi bisa ningkatin kemampuan bahasa Inggris banget.*

(Em.. well... I think so. Because the teacher comes on time, so since that we used to be on time and do not want to be late. If we look from academic aspect, it is certainly positive, Miss. Because if we learn, automatically it will make our knowledge expanding. And in my opinion, the quality of English teachers here is good. So, it can increase my English proficiency a lot.)

R : *Kalau Adik?*

(How about you?)

S8 : *Sama, Kak. Gurunya on time banget. Jadi kita gak berani telat. Beliau ngajarnya juga enak kok, mudengin.*

(Just the same, Miss. The teacher always comes on time. So, we do not dare to come late. Besides, she teaches very well and comprehensively.)

R : *Manfaat dan pengaruh positif apa saja yang telah Adik dapatkan selama belajar bahasa Inggris di SMA Negeri 4?*

(What are the benefits and positive impacts that you have got during learning English in SMA Negeri 4 Yogyakarta?)

S8 : *Wah.. apa ya? Banyak banget, Kak.*

(Well... what is it? There are so many, Miss.)

S7 : *Yang jelas, kemampuan bahasa Inggris kita meningkat. Terus, kita jadi lebih disiplin waktu sih kalau menurut aku, Kak.*

(The most important point, our English proficiency is increasing. Moreover, we become more disciplined in time management, I think, Miss.) (Resource: Data 2, Interview 10)

Based on the description above, it can be seen that the positive impacts that the integration of character education in teaching English as a foreign language can bring for the students are their English mastery is getting better, they treat others with respect, they behave in a caring way, and they become more disciplined. In other words, through character education they become better persons by applying the essential virtues which are based on the national values.

B. Discussion

Character education in Indonesia is not a new thing. The desire to be the nation that has strong characters has long been embedded. However at the former time, character education was not prioritize and less touched in education area. Nowadays, in Indonesia the problems related to the decline of morality occur among students. Facing this, the government has deep concern on this matter and realize that a sensible policy that is the integration of character education must be implemented by every educational institution. Ultimately, character education ought to be integrated explicitly in every school curriculum.

SMA Negeri 4 Yogyakarta which is as one of senior high schools in Indonesia has been implementing character education since 2010. The character virtues of the school which aim at helping the students to strengthen their commitment to always behave well and do the right things are explicitly stated in the school vision, mission, and goals. The students' pledge is also created by the school, so that the students can put the virtues into practice in their lives.

Additionally, one every three months, the school holds parent-teacher conferences which are attended by the teachers and the parents to facilitate discussion about the students' learning progress and their character development.

All teachers at SMA Negeri 4 Yogyakarta integrate character education into teaching and learning activities, including English. The English teacher promotes character education in every stage of teaching and learning process by inserting essential virtues that can develop students' character. The essential virtues are friendliness, independence, democracy, responsibility, discipline, curiosity, perseverance, creativity, honesty, cooperation, confidence, respect for others, interest in reading, being religious, and being communicative. In the planning stage, the teacher prepares and designs syllabus, lesson plans, and teaching materials that provide character education for the students.

In the teaching and learning stage, the teacher uses Contextual Teaching and Learning approach which is able to promote character education effectively by stimulating the students to apply the virtues. According to her, this approach can facilitate the students to practice the virtues through various activities which comprise preliminary activities, core activities, and closing activities. In the evaluation stage, the teacher employs authentic assessment to evaluate whether the students actually are learning or not. Through this assessment, the teacher can also evaluate their academic achievement and their character development.

The examples of classroom activities within which the character virtues emerge in the teaching and learning stage of grade XI classes in SMA Negeri 4 Yogyakarta are presented below.

Table 11: The Description of the Integration of Character Education in the Preliminary Activities

No.	Virtues	Activities
1.	Discipline	The teacher comes to the class on time. The teacher makes sure that every student comes to the class on time.
2.	Friendliness	The teacher expresses friendly greetings to the students.
3.	Being Religious	The teacher and the students have a prayer before starting the lesson.
4.	Respect for Others	The teacher expresses friendly greetings to the students, and so do they. The teacher along with the students prays for students who are absent because of sickness or something like that.

(Resource: Data 1, Field Notes 2-10)

Table 12: The Description of the Integration of Character Education in the Core Activities

No.	Virtues	Activities
1.	Being Communicative	The teacher facilitates a good interaction between the students and the teacher. The teacher facilitates the students in cooperative and collaborative learning. The teacher facilitates the students by being a good facilitator for them in explaining and answering the students' question when they find difficulties in learning. The teacher facilitates the students to have reflection in order to get learning experience that has been done.
2.	Independence	The teacher involves students to actively participate in every learning activity. The teacher accustoms the students to read, write, speak, and listen in English through certain meaningful tasks. The teacher facilitates the students through discussions and tasks in order to create great ideas orally and in written. The teacher facilitates the students to present the result of their works, either individually or in groups.
3.	Perseverance	The teacher facilitates the students to compete favourably so that the progress of students' learning improvement can be made.

		<p>The teacher accustoms the students to read, write, speak, and listen in English through certain meaningful tasks.</p> <p>The teacher facilitates the students to conduct activities which can grow confidence in positive ways.</p> <p>The teacher facilitates the students through discussions and tasks in order to create great ideas orally and in written.</p>
4.	Respect for Others	<p>The teacher facilitates the students by helping them in solving the problems arising.</p> <p>The teacher facilitates the students by motivating them to actively participate in the learning activities.</p> <p>The teacher facilitates the students in cooperative and collaborative learning.</p>
5.	Democracy	<p>The teacher gives students opportunities to think, analyse, and solve the problems in learning without any fear.</p> <p>The teacher involves students to actively participate in every learning activity.</p>
6.	Cooperation	<p>The teacher facilitates the students in cooperative and collaborative learning.</p> <p>The teacher facilitates the students to present the result of their works, either individually or in groups.</p> <p>The teacher facilitates the students through discussions and tasks in order to create great ideas orally and in written.</p>
7.	Curiosity	<p>The teacher accustoms the students to read, write, speak, and listen in English through certain meaningful tasks.</p> <p>The teacher gives students opportunities to think, analyse, and solve the problems in learning without any fear.</p>
8.	Confidence	<p>The teacher facilitates the students through discussions and tasks in order to create great ideas orally and in written.</p>
9.	Creativity	<p>The teacher gives students opportunities to think, analyse, and solve the problems in learning without any fear.</p> <p>The teacher facilitates the students through discussions and tasks in order to create great ideas orally and in written.</p>
10.	Honesty	<p>The students do the task and administer test in fair ways.</p>

		The teacher facilitates the students to compete favourably so that the progress of students' learning improvement can be made.
11.	Responsibility	The teacher facilitates the students to present the result of their works, either individually or in groups. The teacher facilitates the students in cooperative and collaborative learning.
12.	Discipline	The teacher makes sure the students to actively participate in every learning activity, do the tasks, and obey the class rules.
13.	Interest in Reading	The teacher facilitates the students through discussions and tasks in order to create great ideas orally and in written. The teacher involves students to actively participate in every learning activity. The teacher facilitates the students to compete favourably so that the progress of students' learning improvement can be made.
14.	Friendliness	The teacher gives positive feedback towards the students' achievement. The teacher facilitates the students by being a good facilitator for them in explaining and answering the students' question when they find difficulties in learning. The teacher facilitates the students by helping them in solving the problems arising.

(Resource: Data 1, Field Notes 2-10)

Table 13: The Description of the Integration of Character Education in the Closing Activities

No.	Virtues	Activities
1.	Cooperation	At the end of the lesson, the teacher along with the students draws conclusion about the material taught.
2.	Being Communicative	The teacher makes evaluation to the students and provides them reflection consistently to the activities done.
3.	Honesty	The students reflect on what they have learnt and tell their reflection to the teacher, for example: what they like best in the lesson, what they do not like in the lesson, and the improvement they have made after learning the lesson.
4.	Respect for Others	The teacher gives useful feedback about the

		teaching and learning process to the students.
5.	Discipline	The teacher gives the students homework that stimulates and challenges them.
6.	Being Religious	The teacher and the students have a prayer before ending the lesson.

(Resource: Data 1, Field Notes 2-10)

The teacher applies the values in teaching English that show characters, for example: to teach friendliness, the teacher greets the students by saying “Good Morning, students. How are you?”, then the students get accustomed to greet other people cheerfully; to teach cooperation and respect, the teacher promotes them with discussion and collaborative learning; to teach politeness, the teacher provides them by introducing good expressions in English, for example it is better to use “Would you like to clean the blackboard?” than to use “Will you clean the blackboard?”; to teach perseverance and responsibility, the teacher encourage them by giving homework that is motivating and challenging; and so on.

Basically, the teacher’s understanding about character education is good. However, in the practice of integrating character education in teaching English as a foreign language, the teacher still misses a point. The weakness here is that the teacher gives a priority to the activities that aims at developing the students’ characters by applying the virtues. Thus, she has a lack of attention to the development of their English language skills.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the observation, interviews, and documents, it can be concluded that the integration of character education in teaching English as a foreign language to grade XI students of SMA Negeri 4 Yogyakarta in the academic year of 2011-2012 is as follows.

1. SMA Negeri 4 Yogyakarta which has been integrating character education since 2010 requires every teacher to integrate essential character virtues in the teaching and learning process of every subject, including English.
2. In teaching English as a foreign language to grade XI students, essential virtues that are developed by the teacher are friendliness, independence, democracy, responsibility, discipline, curiosity, perseverance, creativity, honesty, cooperation, confidence, respect for others, interest in reading, being religious, and being communicative.
3. The integration of character education in teaching English to grade XI students is overseen by the teacher through teaching and learning steps that start from the planning stage (designing syllabus, lesson plans, and teaching materials which facilitate the virtues), the teaching and learning stage (practicing the essential virtues in every activity by applying Contextual Teaching and Learning approach), and the evaluation stage (evaluating not only students' cognitive aspect, but also students' affective aspect by carrying out authentic assessment).

4. The teacher applies the values in teaching English that show characters. The examples of classroom activities within which the character virtues emerge in the teaching and learning stage are to teach friendliness, the teacher greets the students, then the students get accustomed to greet other people cheerfully; to teach cooperation and respect, the teacher promotes them with discussion and collaborative learning; to teach politeness, the teacher provides them by introducing good expressions in English, for example the teacher uses “Would you like to clean the blackboard?” instead of “Will you clean the blackboard?”; and to teach perseverance and responsibility, the teacher encourage them by giving homework that is motivating and challenging.
5. The English teacher has a good understanding of the integration of character education. Hence, she is able to implement character education into the teaching and learning activities successfully. However, not only pay attention to the development of their characters, the teacher should also take notice to their English language skills, so that there is an ideal balance between the importance of their character and skill development.
6. Most of grade XI students of SMA Negeri 4 Yogyakarta agree that character education can significantly bring positive effects into their academic achievement and their behaviour: their English is getting better and their characters develop well by applying the virtues to situations in real life.

B. Implication

According to the research findings, the integration of character education in teaching English as a foreign language is really important, because this can help

the students in developing not only their English skills, but also their characters. Additionally, this can give the students opportunities to more clearly comprehend the meaning of success both in the academic and behaviour aspects, and what will be expected from them as Indonesian next generations, so that they become good citizens. It is because someday they will be the adults who build Indonesian society in future years. Hence, the teacher has to make sure that character education must be a part of every student's learning experience.

C. Suggestion

Anchored in the conclusion, some suggestions are directed to the English teacher, government, parents, English education department students, and other researchers. The suggestions are provided below.

1. To the English Teacher at SMA Negeri 4 Yogyakarta

Character education is still a new program in teaching English that must be integrated properly. Therefore, it is necessary for the teacher to learn more about how to implement this successfully. The teacher should be more aware of the importance of English language skills as well. She should be more creative and resourceful in creating activities to promote character education and to promote the students' English language skills. Besides, the teacher must also establish a good communication with students, principle, administrators, other teachers, government, and parents, so that the relationship gets better and strengthens.

2. To the Government

The government should provide the school with adequate facilities and funds to support the integration. The government also has to organize workshops and seminars on character education and its integration. Moreover, the government has to evaluate this program continuously.

3. To Parents

It is required for parents to realize the fact that their children definitely need cares and attention, so that they should support and give motivation to them. Along with the school, parents also have to promote the integration of character education in school. Furthermore, they should monitor the progress of the integration.

4. To English Department Students

It is very important for English department students to give more attention to the teaching English as a foreign language in integrating character education. Therefore, they should know and learn how to implement this compulsory education as well.

5. To Other Researchers

This research is merely about the integration of character education in teaching English as a foreign language. It is suggested that other researchers should study not only about the integration, but also other aspects. Hence, it will be useful for the teachers who still have difficulties and get confused in integrating this education.

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APPENDICES

APPENDIX A

(OBSERVATION SHEETS)

OBSERVATION SHEET

Key to Abbreviations:

CE : character education

R : researcher

Ss : students

T : teacher

TEFL : teaching English as a foreign language

Yk : Yogyakarta

DATA 1

Field Note 1

Date : 21 November 2011

Place : Guest Room

Monday, 21 November 2011 was the first time for the R to conduct school observation at SMA Negeri 4 Yk. The R wanted to make sure whether it was suitable and appropriate to conduct research in the school or not, based on the R's thesis topic that was related to the integration of CE in TEFL. First of all, the R met the TU staff of SMA Negeri 4 Yk to tell the purpose of being there. After that, he brought the R to meet the vice principle of public relations. The R told him the purpose of visiting the school and asked him whether the school had been integrating CE in every subject or not. Fortunately, SMA Negeri 4 Yk had been integrating CE and this school was one of pilot high schools in Yogyakarta which implement character education, so that the R was able to conduct the research here. The vice principle also allowed the R to meet the teacher who would be involved with. After asking for permission, the R met TU staff again, then he accompanied the R to find grade XI English teacher. Then, the R asked about CE in TEFL to her. After the R got much information about it, the R asked for permission to conduct research in her classes. The teacher agreed and suggested the R to conduct classroom observation first before conducting research, so that the R would be able to get a clear description about the integration of CE. Afterward, the R expressed warm thanks and said goodbye.

Field Note 2

Date : 6 March 2012

Place : XI IPA 2 Classroom

Several months before, the R had made arrangement with the T to conduct classroom observation in SMA Negeri 4 Yk first before conducting research. The T had told the R that at 7 a.m. on March, she would teach English in XI IPA 2. Then, on 6 March 2012 the R came and entered the classroom. The R introduced herself to the Ss and told the purpose of being there. The Ss were very friendly, it made the R happy to conduct research here. When observing the class, the R sat on the first bench in the right corner. The R observed the class by using handycam and camera. The number of the Ss attending the class was 32 Ss. The class began by saying a prayer. Then, the T checked Ss' attendance. After that, there was a group presented about "Assassinate of *Orang Utan*" in front of the class. When the presenters delivered the presentation, the rest of Ss listened. After presentation, T gave positive comments and opened some questions. Many Ss gave comments and asked questions. They used English when speaking, although there were still some grammatical errors and incorrect pronunciation but at least they had tried their best. The T always smiled and gave appreciation by giving applause. She also gave compliment to the presenters who did their job very well. Besides, she fully respected to Ss' opinion. In the second hour of teaching and learning process, the T recalled Ss about narrative text. She showed them a video about "The Ant and The Grasshopper". The Ss looked interested and serious watching the video about 10 minutes duration. Afterward, the T asked some questions to the Ss about what video was about, what characters emerged, and their responses regarding to the video. The T along with the Ss also concluded what moral values delivered by the video. It could be seen that the T implemented CE when teaching. At the end of the class, the T asked the Ss to submit their homework. All students had already done, and they submitted theirs. Before ending the lesson, they said a prayer.

Field Note 3

Date : 30 April 2012

Place : XI IPA 3 Classroom

After a permission letter to conduct research from mayor's office for SMA Negeri 4 Yk principle was gained, the R conducted the research for the first time in April, 4 2012. XI IPA 3 was the first class to be observed. At 8. 30 a.m. the T entered the classroom. There were 32 students in the class. Before starting the lesson, the T and Ss prayed together. Next, the T asked the R to introduce herself in front of the class. After that, the R sat on the last bench in the back row to conduct observation. There was a presentation about "Lady Gaga's Controversy" from a group of four. When the presentation run, the T sat on the first student's empty bench. The presenters were very confident in presenting the material. Each member of the group had prepared very well. The others also gave comments and asked some questions about the material presented. The presenters were able to answer some questions, but there were still 2 questions which were difficult to answer. Then, they asked other friends whether they could help answering or not. Finally one of male students confidently answered these questions very well. Before continuing to the next material, the T gave feedback and comments. She also corrected wrong and unclear answers from presenters. Next, the T gave them a handout about hortatory exposition text. Ss were asked to read the text. Afterward, the T asked them to do the task based on handout, then submitted it as 3rd assignment for this second semester. If the Ss could not understand the meaning of certain vocabulary, they asked the T. Subsequently, the T told the meaning implicitly by just simply describing the words in English. Even though, she didn't tell the meaning explicitly, the Ss could get what the T implied and meant. Before closing the lesson, the T told the Ss that next week they would learn about spoof text, so that they were asked to read the explanation first about the text from BSE book at home. Then, they closed the lesson by saying a prayer.

Field Note 4

Date : 1 May 2012

Place : XI IPA 2 Classroom

Tuesday, 1st May 2012 was the second time for the R to conduct research in SMA Negeri 4 Yk. At 12.45, the T came to the classroom. All Ss had been already in the class on time. There were 30 Ss in the class. As usual, before they started the lesson, they prayed together. After that, the T asked the R to introduce herself in front of XI IPA 2 students. Next, the T checked Ss' attendance. Apparently, there were 2 Ss didn't go to school because of sickness. Then, the T and Ss prayed for them in order that the 2 students could get recover soon. Because all groups had delivered their presentation, so that day there was no presentation about hortatory exposition again. Afterward, the T gave Ss handouts to be read. The T then asked one of them to read aloud the text on handout. All Ss listened attentively. After that, the T asked them whether the text was comprehensible and clear enough or not. There were several Ss still got confused, but they were not shy to ask the T. She then explained the difficult words implicitly by did not tell the meaning in Indonesian directly, but she explained them in context using English as well. Finally Ss got them, e.g. the word *ditto* was not familiar with the Ss. After the T gave a short explanation and example about *ditto* in English, the Ss easily understood and were able to guess that *ditto* meant *item* in Indonesian. Afterward, the T asked the Ss to read again the text by their heart and it took 5 minutes. Then the T randomly selected and asked some Ss to answer the questions from handout. Almost Ss were able to answer correctly and self-assuredly. Next, the T gave them handout again which was about spoof text. The Ss were asked to read silently and it took 5 minutes. Then, one student was asked to retell the story of the text in front of the class. He retold it smoothly and confidently. The T and the Ss then gave him applause. After that, the T asked the Ss to discuss the text and answer the questions on handouts in pairs. Most of Ss did the task seriously. However, several Ss were chatting with friends and also playing a mobile-phone. Seeing them, the T approached them soon then noticed and asked them to do the task. Eventually, the Ss stop talking and playing mobile-phone, so that they then did the

task. The T went around the class to make sure and check Ss' works. If they found any difficulties, undoubtedly they asked the T, and she would explain. After all Ss finished their works, the T asked Ss to answer the questions in turns based on students' sitting arrangement. Most of them were able to answer correctly. After that, to provide reinforcement of the previous material about causative, the T reminded them again. However, most of them forgot, and the rest remembered. Then the T explained again about causative shortly. Eventually, they understood. Afterward, the T gave exercises about causative from powerpoint, the Ss were asked to write down the questions. The questions were for homework for the next meeting. Finally, the T and the Ss ended the lesson by saying a prayer.

Field Note 5

Date : 3 May 2012

Place : XI IPS 3 Classroom

The school bell rang at 7 a.m. The T and the Ss had been already in the classroom. Then, they sang the national anthem "*Indonesia Raya*" with musical accompaniment from the classroom's speaker. Starting the lesson, the T and the Ss prayed together. Then the T checked Ss' attendance. There were 28 Ss attending the class. After that, there was a presentation about "Oil to Gasoline" topic. The presenters delivered it well. However, unlike the previous classes, the R saw that only few Ss asked and gave comments to the presenters. Seeing that, the T suggested them to actively participate the discussion by asking and giving opinions. Besides, the T used bilingual languages (English and Indonesian) when teaching this class. Because there were few students asked questions to the presenters, the T pointed a student to give comment or ask something. Indeed, he did not understand yet about the topic presented. Then, the T asked him which part that he still could not get. Apparently, there were some Ss who also did not get with the material presented. Subsequently, the T asked one of the presenters to explain again shortly but clearly. The Ss then gave comments and asked some questions to the presenters. After the presentation

was finished, the T and Ss gave them applause. Next, the T gave handouts about spoof to Ss. One of the Ss was asked to read aloud the text. The boy then read it. The T made some corrections if there were any mistakes made by the boy. After that, the T asked the Ss whether they could comprehend the text or not. Some of them understood, but there were still some difficult words. The T explained the words in context without mentioning the meanings directly in Indonesian. Eventually, they were able to understand. They then did the task from handouts. When the Ss did the task, the T approached them one by one to make sure that they could do the task well. If Ss asked her something about the task, the T would answer and explain it. Suddenly, the T looked a boy whose hand wounded. Then, she asked what happened to his hand. The boy told that he fell from house roof when he had helped his neighbor. The T showed her sympathy and prayed for him in order to get well soon. It could be seen that she really cared about her Ss. Later on, the T offered Ss who wanted to answer the questions. Most of them raised their hands, because they wanted to answer. They answered the questions enthusiastically. Before ending the lesson, they had a prayer.

Field Note 6

Date : 5 May 2012

Place : XI IPS 2 Classroom

Saturday, 5th May 2012 was the fourth time for the R to conduct research in SMA Negeri 4 Yk. Routinely, before they started the lesson, they prayed together. Then, the T checked Ss' attendance. There were 28 Ss attending the class. After that, there was a presentation about hortatory exposition. Because of the last hour lesson and the hot weather, they were not in the mood. The T quickly encouraged them several times, eventually they had spirit again by asking some questions to the presenters. Even some of them approached the R and asked her to translate their opinions from Indonesian to English. Because the topic entitled "Should Junk Food be a Lifestyle?" was really interesting, the T convinced the Ss to be more critical in thinking. This

question and answer session was really fascinating. When presentation was ended, the class was very noisy. Then, the T always reminded them to be quite. However, there was a girl kept on busy with her mobile-phone. Then, quickly the T approached her and gave advice. The girl then stopped playing hers. Afterward, the T continued the lesson by having listening section. The Ss were asked to listen to the monologue. Then they wrote down some important information and caught up ideas from the text. This kind of listening practice was really essential and useful, because later on in XII grade, they would often find something like this. Hence, they could become accustomed. All Ss listened the monologue attentively. Then, they were asked to fill in ten uncompleted sentences related to the text listened. After that, the exercises were discussed together. At last, the T and the Ss closed the lesson by saying a prayer.

Field Note 7

Date : 8 May 2012

Place : XI IPS 1 Classroom

On Tuesday, 8 May 2012, the R conducted observation in XI IPS 1 class. There were 26 Ss in the class. Before starting the lesson, they prayed together. Then, the T checked the attendance list. After that, there was a group presentation entitled “Should DPR Do Comparative Study to Other Countries?” Because of the interesting topic, many Ss gave comments and asked some questions. Most of Ss in this class were critical, thus the presentation took much time because until the second hour of teaching and learning activity the presentation were running. There was one girl who doubted about resisting her idea, because the presenters always rejected and smashed hers. But, the T encouraged and said to her, “Don’t be shy, Della. Come on, just resist your idea, because it isn’t wrong.” Finally the girl was brave and confident enough to resist her idea. After that, there were 3 boys who sat on the back looked so tired. Then, the T approached them and asked what was wrong. Apparently, the 3 boys were sick. The T suggested them to go home, because they were not okay. Eventually, the 3 by asked permission to go home. The T hoped that they would get

better soon to them. Before the lesson ended, the T asked the Ss to submit their homework. After that, they ended the lesson by praying.

Field Note 8

Date : 8 May 2012

Place : XI IPA 1 Classroom

Starting the lesson, T along the Ss started the lesson prayed together. Then, the T checked Ss' attendance. There were 32 Ss attending the class. After that, they came to the next activity which was reviewing the materials. The T gave the Ss handouts about narrative and hortatory exposition. She reminded and explained a bit about these. Then, the Ss were asked to read the text by heart, try to understand, and do the tasks on handout. They do the task seriously, while the T checked the Ss' work whether they found difficulties or not. If there were some unfamiliar words, they asked the T. Then, she would explain these by using English. After all of them finished the task, the T asked one of them to tell what the text about in front of the class. The girl then retold the story confidently. The rest of the Ss respected her by listening seriously. Either the T or the Ss gave her applause after she finished retelling the story. Afterward, they discussed the task together. The T selected some Ss to answer the questions randomly. Most of them were able to answer correctly. The end of the lesson, the T asked the Ss to submit their homework. Finally, they had a prayer to end the lesson.

Field Note 9

Date : 9 May 2012

Place : XI IPA 5 Classroom

Before the T and the Ss started the lesson, they prayed together. After that, the T checked their attendance. The number of the Ss attending the class was 30 Ss. The T then noticed that the next two weeks the Ss were going to have examination and it would be a closed-book test, so that they must study hard. After that, they came to

next material which was listening section about hortatory exposition. It was played three times and took about sixteen minutes. The Ss listened to the monologue carefully. However, they still encountered some problems when listening in terms of unfamiliar pronunciation. Therefore, the T replayed it several times. This kind of listening practice was really important and helpful, because later on in XII grade there would be something like this. Thus, they could become well accustomed to listen English texts. Then, the T asked them to do the exercises about the monologue. After finishing their works, the Ss were asked to answer the questions in turns based on students' sitting arrangement. All of them were able to answer correctly. Before ending the lesson, they had a prayer.

Field Note 10

Date : 10 May 2012

Place : XI IPA 4 Classroom

Thursday, 10 May 2012 was the last time for the R to conduct observation about the integration of CE in TEFL. As usual, the R sat on the last bench in the back row. Before starting the lesson, the T and the Ss prayed together. Then, the T checked the attendance list. There were 32 Ss attending the class. To start the lesson, the T reminded the Ss that next week they would have examination about materials taught, thus they had to prepare very well. After that the T told the Ss that they would have listening section that day. The T then played the monologue three times and all of the Ss focused listening attentively. After listening to the monologue, the Ss did the exercises seriously related to the text. It took ten minutes to do the exercises and they could discuss these in pairs. The T went around the class to make sure and check Ss' works. If they encountered any difficulties, without a doubt they asked the T, and she would explain in English. After all Ss finished their works, the T asked Ss to answer the questions randomly. Most of them answered enthusiastically and confidently. At last, they closed the lesson by saying a prayer.

APPENDIX B

(INTERVIEW TRANSCRIPTS)

INTERVIEW TRANSCRIPTS

Abbreviation

R	:	Researcher	S8	:	Student 8
T	:	Teacher	S9	:	Student 9
S1	:	Student 1	S10	:	Student 10
S2	:	Student 2	S11	:	Student 11
S3	:	Student 3	S12	:	Student 12
S4	:	Student 4	S13	:	Student 13
S5	:	Student 5	S14	:	Student 14
S6	:	Student 6	S15	:	Student 15
S7	:	Student 7	S16	:	Student 16

DATA 2

Interview 1

Date : 30 April 2012

Place : XI IPA 3 class

T : How was the class, mba Mita?

R : The class was great. Most of them were active, confident, and enthusiastic. When they had presentation, they respected other opinions. Besides, they behaved well. I'm so excited to observe the class, Miss. By the way, is that presentation always in the very beginning of the meeting, Miss? Because when I looked from my last classroom observation in March, the class also started the lesson by having presentation first.

T : Yes, mba Mita. Actually, I designed it on purpose. So, in the every beginning of the semester, we've made an agreement to divide the students into some groups, and each group at least consist of four students. Because, now is the second semester, so the material for presentation is about hortatory exposition. And every group has to present their own work in the first hour of teaching and learning process. Then, in the next hour, we will continue with the new materials, something like that.

R : Well, I see. So, it means that every week, there will be a group presents their work, Miss?

T : Yes, you're right. They present in a group by turns, every week.

R : Okay, Miss. Well I saw that you always use English as the language instruction. And amazingly they can also use English very well, I think.

- T : Yeah. It is because I want to give them much English exposure to the students. If they use to get English exposure, automatically they can use English well too. Basically, from the very beginning they are good at English. So, I think make English as the language instruction when teaching English is really important to conduct, so that it can increase their English mastery.
- R : Yes, Miss. I agree with you.
- T : But actually, it also depends on the students, mbak Mita. For example science classes and social classes, both are little bit different. In teaching science classes, I can fully use English, but in teaching social classes, some of the students have not ready yet and they still run into difficulties when I entirely use English as the language instruction. Therefore, I use bilingual when teaching social classes.
- R : Well, so, basically it relies on the students, doesn't it, Miss?
- T : Yeah.
- R : Okay Miss, thank you very much for the time.
- T : Never mind.

Interview 2

Date : 1 May 2012
Place : XI IPA 2 class

- T : Okay, mba Mita. That was XI IPA 2, what do you think?
- R : Well, the students were nice, Miss. I think they are fast learners. They can follow the learning process very well.
- T : Yeah, basically they are smart, especially for science classes here. So I should give them more challenging tasks in every meeting. You know, one step higher level of tasks.
- R : Yes, I see that your materials are also well prepared.
- T : Well, actually every teacher has to do it. They have to prepare the materials very well, because the students have right to get the best material for learning, right?
- R : Yes, you're right.
- T : Actually, I had a plan to have listening section for them today mba Mita, but it was canceled since they were not ready yet.

- R : Oh, so, they are supposed to have a listening section, Miss?
- T : Yes. Sometimes our planning doesn't run as we expect. But, that's fine. Because we have to teach based on the students' need. If they haven't ready yet to learn a new material, we should wait and solve the problems, and investigate what's going on actually, until they are ready. Their need is the most important point. If we do that kind of activity, is it not impossible that they will be fast learners someday, because they are respected by the teacher. So, they'll give their best too. I've been experiencing for 8 years in teaching at school since I was at university, so, I have learnt a lot.
- R : Wow, that's great. I agree, students' need is very important to be taken into account.
- T : Yeah, do you want to be a teacher, mba Mita ?
- R : InsyaALLAH, Miss. I'd love to.
- T : Oh, yeah. That's good.
- R : Okay, Miss thank you very much. I learn a lot from you today.
- T : You're welcome.

Interview 3

Date : 3 May 2012
Place : XI IPS 3 class

- T : So, how was the students, mba Mita?
- R : Well, they were little bit uncontrolled, Miss. They were noisy. Even several boys sometimes disturbed other students.
- T : Yeah, it's difficult indeed to control them. But, in fact they are nice.
- R : Yes, Miss. They are friendly.
- T : Mba Mita, actually they are athletes. So, every early morning they must have some exercises at school. Probably, they feel tired, and it makes them difficult to concentrate in learning. We can see that their activities are so intense, because they must take part in several championships. Even, sometimes they look sleepy in the class. Therefore, I need to give special treatment to handle the students, so that they have spirit in learning.

- R : Yeah, I know, Miss. I saw that you never got bored to motivate them in learning. Eventually, the boys didn't disturb others anymore. Even they turned out to love learning.
- T : Yes, there must be a solution to overcome the problems.
- R : By the way, I saw that you are really close with the students. After the lesson ended, some students, you know, em.. what is it, have a heart to heart talk with you. Even in the teaching and learning activity, there was a boy whose hand wounded. You approached him and you respectfully asked what's wrong with his hand. You showed him a great sympathy. That was really cool.
- T : Well, you know, it will automatically happen when we look something wrong to our student. Our deep instinct will make sure us to care about the student. As teachers, we should give our sympathy. Because, it can encourage the student and he knows that everybody cares about him. And I think this is the moral duty for the teacher.
- R : Wow, that is amazing. I totally agree with you, Miss. Thank you very much for the time.
- T : Anytime. By the way, after this I will teach XI IPA 4 if you want to join again.
- R : I'm sorry, Miss. But, I have a class too after this. You know, TEFL class, so I can't. Probably next week I will observe your classes again.
- T : Oh, okay. Good luck.
- R : Thank you, Miss. Goodbye.
- T : Bye.

Interview 4

Date : 8 May 2012
Place : XI IPS 1 class

- T : So, what do you think about the students?
- R : Well, I think most of them... em... had a good critical thinking, Miss. The presentation was so interesting, you know, the topic is a trending topic, so it was so interesting. By the way, the presentation took two hours, Miss. Was that okay? Because I believe that you've prepared something, you know, the next material, for the second hour.

- T : Yeah, you're right. Sometimes, teacher's planning does not run as we expect. I mean, yeah, the new material was delayed because the students weren't ready yet. You know, they kept focusing on the presentation by participating enthusiastically and I think it was good for stimulating their critical thinking. We have to wait until they are ready for the next material, something like that. One for sure, we as the teachers must teach them based on their need.
- R : Yes, Miss. You've told me that. I agree with you. Em... another thing here, I saw that there were 3 boys who didn't feel okay and em... you knew it. You asked them what happened, right? And in fact they were sick. There were many students and they were very interested to join the presentation, you know, asking questions and giving comments, but you can still pay attention with the boys who sat on the back. You gave sympathy to them. That was amazing actually. You care about them.
- T : Well, Sure. As their teacher, I have to pay attention to my all students. They have a right for that. Moreover, if we see that our students are sick, automatically we'll care about them. We can't just simply, what was that, we pretend we don't know that they're sick. Then, do not care about them. No, it's not what a teacher behaves, because a teacher must care about them.
- R : Yeah, absolutely. Thank you, Miss for the time.
- T : Never mind.

Interview 5

Date : 8 May 2012
Place : XI IPA 1 class

- T : How were they, mba Mita?
- R : They were cohesive and nice.
- T : Yeah, they are cohesive indeed.
- R : Miss, I saw that you gave three students an assignment to analyze a spoof text. Actually, what is it for, Miss?
- T : Well, actually I never gave them remedial test for the students who still get bad marks on the examination, because I think it's not effective. So, I

just gave them assignment related to the materials, of course. And they must submit it to me. Based on my experience, it is more effective. They then can learn more about the material.

R : Okay, that's good. By the way, you also gave all the students an assignment to review all materials that they have learnt for the whole second semester.

T : Yeah, it's really important to know how far they learn, so that we can analyze which part of the materials that they haven't understand and master yet. And in the next meeting, we can more focus with these kinds of material. So, once again we must pay attention to the students' need.

R : Okay, Miss, thank you.

T : Anytime.

Interview 6

Date : 12 May 2012

Place : School Cafeteria

R : According to your opinion, what is character education, Miss?

T : Character education... Well, I suppose that em.. character education has existed long long time ago, you know. Em.. but, I think since the era right now, you know, especially it changes the students' character. The government, especially from the education department, you know, try to recall again this kind of system, you know, character education in order for the students to have character building. And I think for the kind of character education here is very important for every school to implement character education in every occasion.

R : Can you tell me, what was the background of integrating character education in SMA Negeri 4 Yogyakarta?

T : Well, it began when the government asked to every educational institution to implement character education. Besides, to avoid and minimize student's unexpected behavior, you know, character education became a really vital thing. So, SMA Negeri 4 as well has to make, what was that, an effective strategy to implement character education. We can see the concrete example from school vision, mission, and goal.

- R : So, what is the purpose of integrating character education in SMA Negeri 4 Yogyakarta?
- T : I think to develop students' character to be better, so that they will be good students. If they are good, creating a comfortable learning environment will be easier. And I believe that it will positively influence student's academic achievement as well.
- R : By the way, why the implementation of character education in SMA Negeri 4 is really required?
- T : Absolutely it is really required, you know, because it's not funny if when we have smart students, but they don't have any good characters, right? So, I think it is very important to build up their character building. So, it is important for school, for teacher, for educational institution to recall again, to reveal again, this character education among this education institution.
- R : In your opinion, what is meant by integrating character education in TEFL?
- T : Well, I think integrating this in TEFL, first of all, as the teacher we have to really know the, what was that, the origin or the basic characters of our nation, our students, you know. Okay let's say here we are Indonesian, so I suppose that we have to recognize Indonesian characters, for example friendliness, something like that.
- R : Do you mean character traits or virtues?
- T : Yeah, something like that. For example like this, in our culture, students have to greet their teacher when they meet the teacher. And whenever they see the teacher with their heavy stuffs, it is supposed to be that the students help the teacher. I think probably this is ridiculous, very simple, but this is a good character, you know. And if we try to develop this then this would be a kind of habit, you know. This character would be built among the students, okay. I think for the integrating here, first of all, we have to really recognize our character, right, our own culture character here. And after that by, em.. learning the English as a foreign language, then we can, what was that, we can mix, you know, right? It's not necessary when we're learning English, then we, what was that, em.. we're making or integrating the western culture for example, no.. It's not necessary like that. Because, if we implement their culture as our culture, that means we're going to lose our identity or personality. Yeah, so,

basically here, integrating character education in teaching English as a foreign language here is that we have to mix our own character, our culture, with the em... probably with their culture. And we have to take the good things, right? And one more, we do not have to adapt all their cultures, but we have to select the good ones and make our identity. Yeah, and every teacher has to implement the good characters in the teaching and learning process.

R : Then, what are the character traits or virtues targeted to be integrated in teaching English as a foreign language?

T : Well, fundamentally based on the Ministry of National Education guidebook, there are several good characters, if I'm not mistaken, for example being disciplined, friendliness, being communicative, well read, caring for community, being independent, hard-work, curiosity, and being democratic. But, we can also modify what characters should be implemented based on the needs of the students. For example, being religious, honesty, and creativity can be included too.

R : Okay, in your opinion, what are the roles and responsibility of the teacher in integrating character education?

T : I think the role of the teacher is not just simply teaching the students, but every teacher is demanded to be, you know, a role model by behaving well. And it is our primary responsibility to make them behave well too. We can start by being their friend first. If we are as their friend, I am so sure they will feel that they are respected by the teacher.

R : How is the implementation of character education integrated in every teaching and learning process?

T : Well, it is by integrating the characters in every teaching and learning stage. From the very beginning, you know, planning stage, implementation stage, and the last one, evaluation stage.

R : Well, it means that character education is integrated in syllabus, lesson plans, and teaching materials, right?

T : Yes, of course. Because it's the rule right now. Whenever the teacher make a kind of syllabus, you know, and lesson plans, they have to insert what kind of characters that we have to insert here. For example, when we have a kind of discussion, you know, right, the teacher arrange a kind of assignment for the students to work together in the group. Then the

character here that we can get is that cooperation, right? Then, what was that, cooperation... and then probably try to respect other opinions, right?

R : Yeah. Then, what about the evaluation, does it integrate the implementation of character education as well?

T : Absolutely, we have to integrate character education in evaluation stage as well. I use authentic assessment to evaluate them.

R : Can you explain more about it? Because I saw on the English exam paper for XI grade students, it stated a very inspiring sentence which is honesty builds up your bright future.

T : Okay, yeah... okay, well, you know something, not only evaluation you know. In teaching students, when I teach my students, I need to give them, what was that, something that make a kind of... what was that.. encouragement, you know, right, because it's very important. It's very useless if I have smart students, but they don't have any spirit in doing their activities, you know, because when we do our activities without any spirit, without any mental encouragement, then this would be very terrible, yeah, in the future. Probably we're just.. you know.. let say a kind of robot. A robot has got very excellent program, but if they don't have any.. any.. what was that.. sensibility here, they don't have any encouragement, so what is it for? Right?

R : Yeah, it will be nothing, Miss.

T : Yes, you're right, there'll be nothing for the students. They are human not a robot.

R : Okay, then what are the benefits of integrating character education in teaching English as a foreign language?

T : Well, I think there are so many benefits, right, okay. But one thing for sure, em.. the benefits of integrating this is that to set up our students with their excellent mentality, right. As I've told you before that what is it for the smartness from the students if they don't have any good characters, right? Probably they're smart, but what is it for if they are smart and then they make other people, they treat other people bad. They deceive people, right, what is it for, right, okay.

R : How about the obstacles, Miss? I mean what are the obstacles or difficulties of integrating this education in teaching English as a foreign language?

- T : Okay.. the obstacles...
- R : Yeah, especially in this high school.
- T : Yeah...em..okay, I'd like to say that basically the students here, they have many problems in their family, right, okay. I think this would be a kind of obstacles for me to set up their good characters, Because, I think character, you know, character is a such kind of habit. It is built from the habit. If you have the good habit, then this would be your good characters, right? And unfortunately at home, my students, most of them, they have bad habits. Sometimes their parents don't know and don't really care about this kind of character. And unfortunately, when they go to school and they need the people here, sometimes they bring their habit. They bring their cultures from home at school, yeah.
- R : Well, next, how does the implementation of character education in teaching English as a foreign language influence students' academic achievement and behavior?
- T : Okay, my point of view is very very simple, but probably this is very difficult to do: by loving them, taking care of them. I know this would be very exhausting, you know, because I have to give my.. what.. my time, my whole time to take care of them, to love them, and try to understand them. But you know what, I think this love, you know, this works very well.
- R : So, it means that this brings good influences in their achievement as well?
- T : Yeah, absolutely. You know what, when I give them affection, when I give them care, it is very easy for me to manage them. They are managed well when they realize that their teachers love them, their teachers care about them.
- R : So, what's your hope or expectation for the future in order that character education can be implemented maximally?
- T : Okay, for my future.. oh no.. no.. for their future, not for my future, right? I have an expectation that they will be a real human being. Well, probably I don't like to demand them, to request them to be smart and.. what was that.. excellent people. But, one thing for sure that they have to struggle in their lives. And they have to.. what.. conquer this hard life. That is what I expect. Well, I don't know whether they will apply their

theories at school in their lives in the future or not, I.. I don't know about that. But, I just hope that they can conquer this life. I'm sure that they can do this.

R : Well, I hope so. The last question, what suggestion do you have about the implementation of character education in teaching English as a foreign language in SMA Negeri 4 Yogyakarta?

T : Suggestion... Well, my suggestion is that especially for all teachers here. Okay..my suggestion is that try to love the students. Try to be their friends, not only try to be their teacher, you know, right. By understanding them as friends, then we can manage them easier. We can understand what they want. And we can lead their ways. Well, that's all.

R : Thank you very much, Miss for the time.

T : Okay.

Interview 7

Date : 11 May 2012

Place : XI IPA 3 class

R : Apakah Adik pernah mendengar tentang pendidikan karakter?

S1 : Pernah, Kak.

R : Kalau Adik, bagaimana?

S2 : Saya juga pernah, Kak.

R : Apa yang Adik-adik ketahui tentang pendidikan karakter?

S2 : Wah, kurang tahu. Saya cuma pernah dengar saja Kak, waktu pidato upacara. He..he..

S1 : Pendidikan karakter itu kalau tidak salah nilai-nilai karakter bangsa yang sedang digalakkan di sekolah. Kalau gak salah gitu, Kak.

R : Menurut Adik, apakah pelajaran bahasa Inggris di SMA Negeri 4 sudah menerapkan pendidikan karakter?

S1 : Kayaknya sudah deh, Kak. Karena guru bahasa Inggris juga pernah membicarakannya di kelas.

- R : Menurut Adik, apakah pelajaran bahasa Inggris di SMA Negeri 4 bermanfaat dan berpengaruh positif terhadap Adik, baik dari segi akademik maupun perilaku?
- S2 : Menurut aku sangat bermanfaat.
- R : Bagaimana dengan Adik?
- S1 : Iya, bermanfaat, Miss.
- R : Manfaat dan pengaruh positif apa saja yang telah Adik dapatkan selama belajar bahasa Inggris di SMA Negeri 4?
- S1 : Waduh.. apa ya? Ya salah satunya aku lebih sering belajar, Miss. Soalnya sering ada PR.
- S2 : Iya, jadi harus selalu belajar. Gurunya juga baik banget, perhatian sama peduli sama murid, jadi kami bisa lebih dekat. Kadang-kadang malah curhat ke ibunya. Hehe

Interview 8

Date : 11 May 2012
Place : XI IPA 2 class

- R : Apakah Adik pernah mendengar tentang pendidikan karakter?
- S3 : Pernah, Mbak.
- S4 : Iya pernah.
- R : Apa yang Adik-adik ketahui tentang pendidikan karakter?
- S3 : Apa ya? Kayaknya karakter-karakter baik yang harus dimiliki siswa.
- R : Kalau menurut Adik?
- S4 : Iya, jd itu untuk membentuk karakter siswa untuk menjadi yang lebih baik, berbudi pekerti yang luhur.
- R : Menurut Adik, apakah pelajaran bahasa Inggris di SMA Negeri 4 sudah menerapkan pendidikan karakter?
- S3 : Kayanya sudah, Mbak.
- S4 : Iya.

- R : Menurut Adik, apakah pelajaran bahasa Inggris di SMA Negeri 4 bermanfaat dan berpengaruh positif terhadap Adik, baik dari segi akademik maupun perilaku?
- S3 : Iya, banget, Mbak.
- S4 : Yup, positif banget pengaruhnya. Aku bersyukur bisa sekolah di sini. hehe
- R : Manfaat dan pengaruh positif apa saja yang telah Adik dapatkan selama belajar bahasa Inggris di SMA Negeri 4?
- S3 : Banyak... yang jelas ningkatin English mastery kita, perilaku juga, ya lebih baik dari sebelumnya, Mbak. hehe
- S4 : Iya, ALHAMDULILLAH, kita sudah insyaf sekarang. hehe

Interview 9

Date : 11 May 2012
Place : XI IPS 3 class

- R : Apakah Adik pernah mendengar tentang pendidikan karakter?
- S5 : Pernah, Miss.
- R : Kalau Adik, pernah tidak?
- S6 : Iya, pernah dengar, Miss.
- R : Apa yang Adik-adik ketahui tentang pendidikan karakter?
- S5 : Pendidikan tentang pengembangan karakter, kalau gak salah, Miss.
- S6 : Iya. Semacam pendidikan untuk mengembaangkan sikap dan perilaku baik, Miss.
- R : Menurut Adik, apakah pelajaran bahasa Inggris di SMA Negeri 4 sudah menerapkan pendidikan karakter?
- S5 : Sudah, Miss. Sekolah khan sedang menggalakkan pendidikan karakter juga.
- S6 : Iya. Kadang dibahas juga kok. Sepengetahuan saya, setiap guru malah harus mengajarkan karakter, Miss.
- R : Menurut Adik, apakah pelajaran bahasa Inggris di SMA Negeri 4 bermanfaat dan berpengaruh positif terhadap Adik, baik dari segi akademik maupun perilaku?

- S5 : Lumayan berpengaruh, Miss.
- R : Kalau menurut Adik?
- S6 : Kalau pengaruh positif kayaknya setiap matapelajaran, bukan hanya bahasa Inggris berdampak positif.
- R : Manfaat dan pengaruh positif apa saja yang telah Adik dapatkan selama belajar bahasa Inggris di SMA Negeri 4?
- S6 : Jadi lebih fasih berbahasa Inggris, itu dari segi akademis. Kalau perilaku, ya semakin baik juga, karena gurunya sering menasihati disela-sela pembelajaran, ya memang benar-benar menanamkan pendidikan karakter di kelas.
- S5 : Iya, soalnya pendidikan karakter memang penting buat kita kedepannya.

Interview 10

Date : 11 May 2012

Place : XI IPS 2 class

- R : Apakah Adik pernah mendengar tentang pendidikan karakter?
- S7 : Em... Pernah.
- S8 : Iya pernah, Kak.
- R : Apa yang Adik-adik ketahui tentang pendidikan karakter?
- S7 : Apa ya? Ya pokoknya gitu deh, Miss. Susah jelasinnya.
- S8 : Pendidikan menanamkan nilai-nilai positif, ya maksudnya karakter positif.
- R : Menurut Adik, apakah pelajaran bahasa Inggris di SMA Negeri 4 sudah menerapkan pendidikan karakter?
- S8 : Sudah.
- S7 : Iya, sudah, Miss.
- R : Menurut Adik, apakah pelajaran bahasa Inggris di SMA Negeri 4 bermanfaat dan berpengaruh positif terhadap Adik, baik dari segi akademik maupun perilaku?
- S7 : Em.. gimana ya.. kayaknya iya deh, Kak. Soalnya gurunya tuh on time banget datengnya, jd semenjak itu kita jd kebiasaan on time jangan sampai terlambat, hehe. Kalo untuk akademik, ya jelas positif, Kak. Soalnya kalau

kita belajar khan otomatis jadi nambah ilmu. Dan kalau menurutku, kualitas guru bahasa Inggris di sini bagus. Jadi bisa ningkatin kemampuan bahasa Inggris banget.

R : Kalau Adik?

S8 : Sama, Kak. Gurunya on time banget. Jadi kita gak berani telat. Beliau ngajarnya juga enak kok, mudengin.

R : Manfaat dan pengaruh positif apa saja yang telah Adik dapatkan selama belajar bahasa Inggris di SMA Negeri 4?

S8 : Wah.. apa ya? Banyak banget, Kak.

S7 : Yang jelas, kemampuan bahasa inggris kita meningkat. Terus, kita jadi lebih disiplin waktu sih kalau menurut aku, Kak.

Interview 11

Date : 12 May 2012

Place : XI IPS 1 class

R : Apakah Adik pernah mendengar tentang pendidikan karakter?

S9 : Pernah, Kak.

S10 : Iya pernah.

R : Apa yang Adik-adik ketahui tentang pendidikan karakter?

S9 : Pendidikan agar karakter siswa bisa lebih baik lagi.

S10 : Iya kayak gitu. Supaya siswa punya akhlak yang terpuji. Ya mungkin sebagai bekal di masa depan, Miss.

R : Menurut Adik, apakah pelajaran bahasa Inggris di SMA Negeri 4 sudah menerapkan pendidikan karakter?

S9 : Hm... Sudah kayaknya.

S10 : Iya sudah, soalnya juga sering dengar dari sekolah, kalau pendidikan karakter harus sudah diterapkan di semua mata pelajaran.

R : Menurut Adik, apakah pelajaran bahasa Inggris di SMA Negeri 4 bermanfaat dan berpengaruh positif terhadap Adik, baik dari segi akademik maupun perilaku?

- S10 : Kalau dari akademik ya pasti ada, Miss. Bisa meningkatkan kemampuan bahasa Inggris kita. Gurunya enak ngajarnya, jadi ikutin pelajarannya juga lebih gampang.
- R : Kalau Adik?
- S9 : Iya, sama, Miss. Banyak manfaatnya.
- R : Manfaat dan pengaruh positif apa saja yang telah Adik dapatkan selama belajar bahasa Inggris di SMA Negeri 4?
- S9 : Banyak, Miss. Gurunya itu suka mengajarkan pentingnya menghargai pendapat teman, terus juga kalau ulangan gurunya lebih respect sama yang nilainya jelek tapi jujur daripada nilainya bagus tapi ternyata nyontek. Miss. Oh iya... gurunya juga kalo datang tepat waktu, jadi kalau menurut aku positif banget pengaruhnya.
- S10 : Iya betul. Gurunya bisa dibilang inspiratif bagi murid-muridnya.

Interview 12

Date : 12 May 2012
Place : XI IPA 1 class

- R : Apakah Adik pernah mendengar tentang pendidikan karakter?
- S11 : Pernah.
- R : Kalau Adik?
- S12 : Pernah, Kak.
- R : Apa yang Adik-adik ketahui tentang pendidikan karakter?
- S12 : Di setiap mata pelajaran di sekolah, harus ada pendidikan karakternya.
- S11 : Kalau tidak salah mengajarkan siswa tentang karakter-karakter bangsa.
- R : Menurut Adik, apakah pelajaran bahasa Inggris di SMA Negeri 4 sudah menerapkan pendidikan karakter?
- S11 : Sudah.
- S12 : Sudah.
- R : Menurut Adik, apakah pelajaran bahasa Inggris di SMA Negeri 4 bermanfaat dan berpengaruh positif terhadap Adik, baik dari segi akademik maupun perilaku?

S12 : Bermanfaat.

S11 : Iya, dua-duanya, akademik dan perilaku.

R : Manfaat dan pengaruh positif apa saja yang telah Adik dapatkan selama belajar bahasa Inggris di SMA Negeri 4?

S11 : Yang pertama dari segi akademik, bisa lebih lancar berbahasa Inggris, ya otomatis dapat nilai bahasa Inggrisnya juga semakin bagus. Terus dari segi karakter, ya karena sering diberitahu tentang karakter-karakter bangsa, jadi ya kita berusaha untuk berkarakter seperti itu.

S12 : Iya, sama.

Interview 13

Date : 12 May 2012

Place : XI IPA 5 class

R : Apakah Adik pernah mendengar tentang pendidikan karakter?

S13 : Pernah, Miss.

R : Kalau Adik, bagaimana?

S14 : Pernah juga.

R : Apa yang Adik-adik ketahui tentang pendidikan karakter?

S13 : Apa ya? Em.. pendidikan moral kayaknya, Miss.

S14 : Iya, jadi menjadikan moral siswa menjadi lebih baik. Kalau gak salah, Miss.

R : Menurut Adik, apakah pelajaran bahasa Inggris di SMA Negeri 4 sudah menerapkan pendidikan karakter?

S13 : Mungkin sudah.

S14 : Iya sudah. Karena untuk membuat moral kita lebih baik lagi.

R : Menurut Adik, apakah pelajaran bahasa Inggris di SMA Negeri 4 bermanfaat dan berpengaruh positif terhadap Adik, baik dari segi akademik maupun perilaku?

S13 : Iya.

R : Kalau Adik?

- S14 : Iya, Miss. Bermanfaat.
- R : Manfaat dan pengaruh positif apa saja yang telah Adik dapatkan selama belajar bahasa Inggris di SMA Negeri 4?
- S13 : Kita jadi bisa meningkatkan kemampuan bahasa Inggris. Soalnya penyampaian pelajarannya lumayan enak.
- S14 : Iya, kalo dari segi moral, moral kita memang lebih baik lagi karena diajarkan pendidikan karakter.

Interview 14

Date : 12 May 2012
Place : XI IPA 4 class

- R : Apakah Adik pernah mendengar tentang pendidikan karakter?
- S15 : Pernah, Miss.
- R : Kalau Adik?
- S16 : Saya juga pernah, Miss.
- R : Apa yang Adik-adik ketahui tentang pendidikan karakter?
- S15 : Em... Pendidikan untuk membentuk siswa agar berkarakter. Mungkin kayak gitu.
- S16 : Kalau tidak salah agar siswa berakhlak mulia.
- R : Menurut Adik, apakah pelajaran bahasa Inggris di SMA Negeri 4 sudah menerapkan pendidikan karakter?
- S15 : Sudah
- S16 : Ya, sudah.
- R : Menurut Adik, apakah pelajaran bahasa Inggris di SMA Negeri 4 bermanfaat dan berpengaruh positif terhadap Adik, baik dari segi akademik maupun perilaku?
- S15 : Ya, bermanfaat, Miss.
- R : Kalau menurut Adik?
- S16 : Iya, sama, Miss.

- R : Manfaat dan pengaruh positif apa saja yang telah Adik dapatkan selama belajar bahasa Inggris di SMA Negeri 4?
- S15 : Pengaruh positifnya banyak. Kita jadi lebih pintar dalam bahasa Inggris.
- S16 : Ya, kemampuan bahasa Inggris jadi lebih baik. Selain itu kaitannya sama pendidikan karakter, kita juga sering belajar banyak dari sini. Ya, misalnya kita jadi lebih peduli terhadap sesama, soalnya sering dibilangin pentingnya untuk peduli jika kita mau dipedulikan orang lain.

APPENDIX C

(PHOTOGRAPHS)

PHOTOGRAPHS



A group of four of XI IPA 3 students presented a presentation about “Lady Gaga Controversy” confidently.



The teacher gave a short explanation about the word “ditto” in English, because this word was not familiar with the XI IPA 2 students.



Many students of XI IPS 3 class gave comments and asked some questions to the presenters.



There was a presentation about hortatory exposition with the topic “Should Junk Food be a Life Style?” by a group of four of XI IPS 2 students



The presentation from a group of four of XI IPS 1 students was really interesting, hence there were many students asked questions and gave comments.



The XI IPA 1 Students were asked to read the text and do the task based on the handouts from the teacher.



The teacher asked XI IPA 5 Students to do the exercises about the monologue.



The teacher went around the class to check the XI IPA 4 students' works.

APPENDIX D

(PERMIT LETTERS)



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01
10 Jan 2011

Nomor : 625f/UN.34.12/PP/IV/2012
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

25 April 2012

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Propinsi DIY
Komplek Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Implementing Character Education in TEFL to Grade XI Students of SMA Negeri 4 Yogyakarta in the Academic Year of 2011/2012: A Case Study

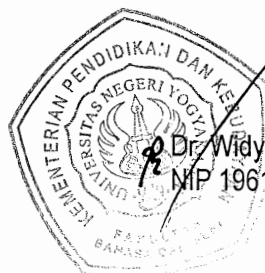
Mahasiswa dimaksud adalah :

Nama : MENIHATI PRAMITA HUTAMI
NIM : 08202244016
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : April – Mei 2012
Lokasi Penelitian : SMA Negeri 4 Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan I,



Dr. Widyastuti Purbani, M.A.
NIP 19610524 199001 2 001



**PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/4087/VI/4/2012

Membaca Surat : Dekan Fak. Bahasa & Seni UNY

Nomor : 625F/UN34.12/PP/IV/2012

Tanggal : 27 April 2012

Perihal : Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : MENIHATI PRAMITA HUTAMI

NIP/NIM : 08202244016

Alamat : KARANGMALANG YK

Judul : IMPLEMENTING CHARACTER EDUCATION IN TEFL TO GRADE XI STUDENTS OF
SMA NEGERI 4 YOGYAKARTA IN THE ACADEMIC YEAR OF 2011/2012 A CASE STUDI

Lokasi : KOTA YOGYAKARTA Kota/Kab. KOTA YOGYAKARTA

Waktu : 27 April 2012 s/d 27 Juli 2012

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 27 April 2012

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan
Ub.

Kepala Biro Administrasi Pembangunan

Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Walikota Yogyakarta cq. Dinas Perizinan
3. Ka. Dinas Pendidikan Pemuda dan Olahraga Prov. DIY
4. Dekan Fak. Bahasa & Seni UNY
5. Yang Bersangkutan





DINAS PERIZINAN

Jl. Kenari No. 56 Yogyakarta 55165 Telepon 514448, 515865, 515866, 562682

EMAIL : perizinan@jogja.go.id EMAIL INTRANET : perizinan@intra.jogja.go.id

SURAT IZIN

NOMOR : 070/1396
3459/34

- Dasar : Surat izin / Rekomendasi dari Gubernur Kepala Daerah Istimewa Yogyakarta
Nomor : 070/4087/V/5/2012 Tanggal : 27/04/2012
- Mengingat : 1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah
2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;
4. Peraturan Walikota Yogyakarta Nomor 18 Tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;
5. Keputusan Gubernur Daerah Istimewa Yogyakarta Nomor: 38/I.2/2004 tentang Pemberian izin/Rekomendasi Penelitian/Pendataan/Survei/KKN/PKL di Daerah Istimewa Yogyakarta.

Dijinkan Kepada : Nama : MENIHATI PRAMITA H. NO MHS / NIM : 08202244016
Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY
Alamat : Kampus Karangmalang, Yogyakarta
Penanggungjawab : Drs. Suhaini M. Saleh, M.A.
Keperluan : Melakukan Penelitian dengan judul Proposal : IMPLEMENTING CHARACTER EDUCATION IN THE TEACHING ENGLISH AS A FOREIGN LANGUAGE TO GRADE XI STUDENTS OF SMA NEGERI 4 YOGYAKARTA IN THE ACADEMIC YEAR OF 2011-2012 : A CASE STUDY

Lokasi/Responden : Kota Yogyakarta
Waktu : 27/04/2012 Sampai 27/07/2012
Lampiran : Proposal dan Daftar Pertanyaan
Dengan Ketentuan : 1. Wajib Memberi Laporan hasil Penelitian kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)
2. Wajib Menjaga Tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan -ketentuan tersebut diatas
Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan seperlunya

Tanda tangan
Pemegang Izin

MENIHATI PRAMITA H.

Dikeluarkan di : Yogyakarta
pada Tanggal : 11-5-2012
An. Kepala Dinas Perizinan
Sekretaris

Drs. H. ARDONO
NIP. 195804101985031013

Tembusan Kepada :

- Yth. 1. Walikota Yogyakarta (sebagai laporan)
2. Ka. Biro Administrasi Pembangunan Setda Prop. DIY
3. Ka. Dinas Pendidikan Kota Yogyakarta
4. Kepala SMA Negeri 4 Yogyakarta
5. Ybs.